

SCHOOL *And Community*

Code of Professional Standards and Ethics



NATHAN HALE

Teacher, Patriot, Martyr.

His love for his fellow men made of him a teacher, highly appreciated by parents and pupils. He had thought "never to quit his chosen profession but with his life."

We, the teachers of the various school districts of Missouri, do pledge ourselves to a faithful observance of the following Code of Professional Standards and Ethics adopted by us.

First

WE HOLD that our profession stands for ideals, service, and leadership.

Second

WE BELIEVE that our highest obligation is to the boys and girls entrusted to our care.

Third

WE BELIEVE that a proper professional spirit will prompt all teachers to become members of our State Teachers Association, and the National Education Association.

Fourth

WE HOLD that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.

(Continued Inside Cover)



MAY 24

When each is ethical
all are secure —

March, 1940
Volume XXVI Number 3

Code of Professional Standards and Ethics

(Continued From Cover)

Fifth

MUTUAL RESPECT and loyalty should characterize the relationship among members of the profession. The high honor of the profession should be the personal charge of each teacher.

Sixth

WE INSIST that each teacher should be a progressive student of education and should regard teaching as a profession and a career.

Seventh

IT IS INCUMBENT upon all class-room teachers to secure full standard professional training, and upon all school supervisors and administrators to pursue advanced specialized courses to fit themselves better for their positions.

Eighth

IT IS PERFECTLY PROPER at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement, is undignified and unprofessional.

Ninth

WE RECOMMEND "equal salaries for equal service" to all teachers of equivalent training, experience and success.

Tenth

WE BELIEVE that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant.

Eleventh

IT IS UNPROFESSIONAL for a teacher to underbid, knowingly, a rival in order to secure a position.

Twelfth

IT IS UNPROFESSIONAL for a teacher to offer destructive criticism to the administration, to other teachers, or to patrons about a fellow teacher or about the management of the school in general. All criticism should be constructive in character and voiced to the proper authority and only for the purpose of remedying an existing evil. Therefore it becomes equally unprofessional not to report to the administration matters that involve the best interests and well being of the school.

Thirteenth

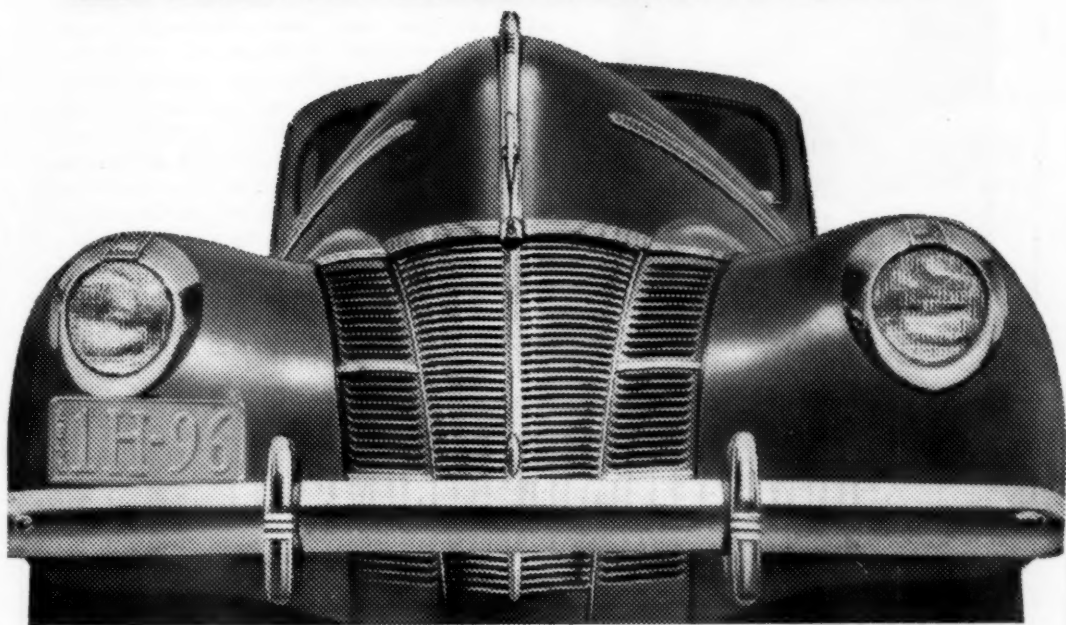
WE HOLD that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained, releasing the obligation, the contract should be fulfilled.

Fourteenth

WE BELIEVE that the moral influence of the Missouri State Teachers Association should be brought to bear on any teacher whose conduct is not in harmony with our authorized Code of Professional Standards and Ethics.

Adopted in this form by Assembly of Delegates, November, 1924.

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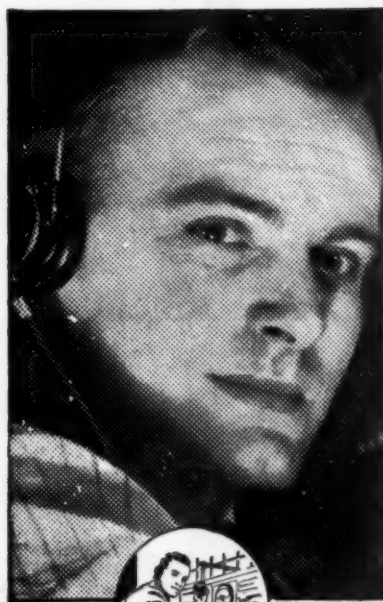
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75	19.94	13.62	10.46	8.57	7.31	\$ 5.74	\$ 4.81	
100	26.58	18.15	13.95	11.43	9.75	7.66	6.41	\$ 5.43
125	33.23	22.69	17.43	14.28	12.19	9.57	8.02	6.78
150	39.87	27.23	20.92	17.14	14.62	11.49	9.62	8.14
175	46.52	31.77	24.41	20.00	17.06	13.40	11.23	9.50
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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER,
Editor and Manager

INKS FRANKLIN,
Associate Editor

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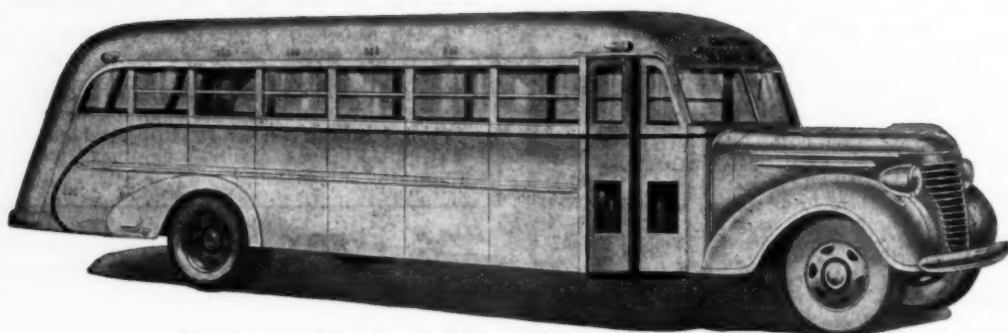
SEMANTICS, the science of the meaning of words, is a hobby for educated minds. The ancestry of words evokes surprise and dispute. Take *carnival*, for instance. One authority claims it is derived from *carne* (meat) and *vale* (farewell). Thus *carnival* would mean "O flesh meat, farewell!" Originally, it represented the festival just before Ash Wednesday, the first day of abstinence in Lent.—Check your semantics in your WINSTON DICTIONARY.

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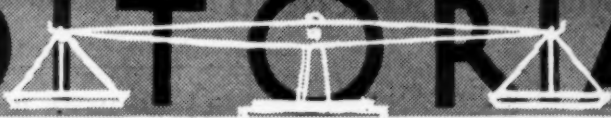
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EDITORIALS



OUR CODE TO LIVE BY

ARE YOU ACQUAINTED with the Code of Professional Standards and Ethics adopted by your State Teachers Association? It is not a lengthy document but it is an important one. The Code is important to many people. It is of vital importance to the teachers of our State. It contains declarations of noble worth. The statements are not disguised by verbose phraseology. The meanings are clear to anyone interested in reading them.

Many are acquainted with the Code of Professional Standards and Ethics and faithfully observe the principles advocated. These principles when observed by one hundred per cent of the teaching group will add honor, strength, and unity to the teaching profession. It takes the united action and efforts of all teachers at all times to consistently keep the teaching profession in the niche where it rightfully belongs.

To every teacher is delegated the responsibility of practicing those professional acts that will reflect credit to the teaching group. The violation of our professional standards by a member of the group does untold damage. The adverse influence is felt in many quarters. One of the sure effects of unprofessional practices on the part of a teacher is the lowering of general morale in the rank and file of our group. We also lose favor and respect in the eyes of the public.

We must come to understand that an unhealthy situation in one community may arouse a spirit of suspicion and antagonism in many other communities. That is, underbidding or salary cutting practiced in one locality may spread like a grass fire into adjoining territory.

One profession has its "ambulance chasers" to degrade its professional standing. Another great profession has its "quacks" who cause many to lose faith in it. Let's build a teaching profession that is free from any of the stigma attached to either of the above.

Printed on the cover and inside cover of this issue is your Code of Professional Standards and Ethics. Read it. Study it. Then take inventory. Do you "measure up" to the ideals which are so vital to every member of the profession? Frequently we spend too much time checking up on the other fellow and fail to spend enough time analyzing our own practices. Our own acts in relation to others are the important things to watch. Remember—"When each is ethical, all are secure."—I. F.

What it is to be Educated

IN THE POPULAR MIND TODAY that person is best educated who has continued longest in school, who possesses the greatest number of diplomas or college degrees, who receives the highest marks, or who has taken certain courses of study rather than others. In other words, according to the common conception, the extent of one's education can quite accurately be determined by these somewhat mechanical trappings. It is not so much what a man actually is, but rather the extent of these possessions.

It is my conviction, from my experience in acquiring my own education, as a public school administrator in helping others to acquire theirs, and more lately in attempting to guide the education of future teachers, that it is none of these things. Although these things may have been acquired quite incidentally along the way, they are not necessarily the ear-marks of an educated person. If they were, then Benjamin Franklin, Herbert Spencer, Abraham Lincoln—to mention only a few of the world's best—were uneducated. These things have so commonly been associated in the public mind with education, that it may be worth while to examine some of the evidence.

In our educational scheme a diploma or a degree often shows but little more than the fact that a person has spent a certain number of years in high school or college. It does not, or cannot indicate, how profitably the time has been spent there. Any—even the most superficial observer—can notice the wide differences in ability in a large high school graduating class. What many people do not observe, but a fact conclusively proved nevertheless, is that very often a freshman, more often a sophomore, and still more often a junior, actually knows more facts, is much more able to get along with people, and in other ways is far superior to a senior who has spent one, two, or three years longer in school. This is a fact which a few intelligent people have always suspected, but within the last few years we have secured convincing evidence.

By W. H. REALS
Associate Professor of Education
Washington University

State-Wide Study Made

In Pennsylvania a state-wide study was made on high school and college relationships. It occupied a 10-year period and was reported by the Carnegie Foundation for the Advancement of Teaching in 1938. High school seniors, and college sophomores and seniors, were all given the same tests. These tests were not superficial ones but were designed to test the accumulation of facts or general knowledge which schools were supposed to foster. Eight hours or more were required to complete them. These tests showed that 28.4 per cent of the college seniors knew less than half of the sophomores, and ten per cent of the college seniors actually knew less than one-half of the high school seniors. Twenty-one per cent of the high school seniors knew more in the way of general knowledge than half of the college sophomores, and what is more startling is the fact that one out of ten of the seniors in the high school knew more than did half of the college seniors. To anyone who thinks that the number of years spent in school has any necessary relation to a definite body of knowledge, the results of the study prove otherwise and are quite mystifying.

It is still more mystifying, however, when the study is pursued further, for it shows that the college seniors of 1932 tried the very same examination which they tried as sophomores two years earlier with the following disappointing results: In one college 42 per cent of the students had actually lower total scores in 1932 than in 1930. In three other colleges, approximately one-third of the students had lower scores, and in eight others, one-fourth of the students had lower scores. Many actually knew less in 1932 than in 1930! In other words, it would seemingly appear that in many institutions, not only did two additional years in college fail to improve one's store of general knowledge, but on

the contrary may have been an actual detriment.

Evidently Everett Dean Martin hasn't much faith that the possession of a particular college degree or a number of degrees are sure proof of one's education, for he said that "When the late William Jennings Bryan threatened to print all his college degrees on his card, in answer to a repeated statement that he was an ignoramus, the joke was really on the colleges."

One may easily agree that time spent or degrees earned do not necessarily mean differing amounts of education. They might say, "no, it isn't the amount of time, but how well a person has spent that time and has succeeded in his work. This will be indicated by the marks he has received." Let me say only this about marks. In a large city system where thousands are attending high school, it was reported that the pupils elected to the national honor society ranked considerably below the others in their degree of personality development. They were more apt to be upset emotionally and more maladjusted to everyday life problems than were the others, and in a recent study of the social adjustment of students at the University of Minnesota, reports Dean MacLean, "It was quite clear that the graduate students, the neophyte scholars, were the most socially maladjusted group of all the groups studied."

Marks indicate as a rule the reactions of the teachers to the relative number of facts which pupils possess. They do not indicate how well a person will use these facts, or how much better one will live or think as a result of the possession of these facts. They indicate also how well the pupil has conformed to school routine and discipline. It has been said that such conformity often interferes with one's best education. There may be some truth in this.

The Value of Certain Subjects

Some of you may believe that relative marks may not mean relative degrees of education, for after all, it is the type of subjects one pursues. In other words, some subjects in the high school and college contribute more to one's education than others. It is this belief undoubtedly which college entrance boards have often held. It accounts very often also for the kind of subjects to which we still pay greatest re-

ference. Such belief, we have been told, although comforting to certain vested interests, is just not true. To test such a belief, one of our most distinguished psychologists a few years ago, studied the records of many thousands of pupils who had pursued in high school certain subjects rather than certain others. He concluded that the amount of general educational improvement which one gained from a particular subject over others, was very, very small, if not really negligible. Perhaps this accounts for the reason that many of our colleges today have ceased requiring a set pattern of subjects for entrance, but instead require four years of high school work, and the passing of an examination on general knowledge. They say their standards have not been lowered as a result. Some believe there is an actual improvement.

Facts as Education

When most people think of one's education, they think of one's knowledge, the number of facts one possesses. That accounts for the beliefs that the trappings of our formal educational program constitute education itself. If the schools were judged on the basis of the number of facts possessed by pupils after taking certain subjects they might be convicted as being somewhat delinquent institutions. There is abundant evidence today that we have placed too much faith in the value of the number of facts acquired in the various subjects. In a state-wide examination in Iowa, of pupils who had taken 9th grade algebra, and consisting of 62 items, simple but not requiring the mere recall of facts learned, but their application to the analysis of situations, one-half of the pupils could do no more than one-half of the items.

In all the high school subjects similar evidence has been accumulated—in science, in history, in English, in foreign language, and in others. What is true of the high school level has been shown in one instance at least to be true for the college level. It appears from the data I have presented earlier that the time spent in college very often has little effect in improving the amount of information possessed. I was particularly interested in the results of a comprehensive test in chemistry a few years ago given to groups of pupils in high

school and to college students some of whom had already completed one year of high school chemistry. The results of the test showed no significant differences in the performance of the college group and the high school group. Apparently the time spent in studying high school chemistry, if one is to take it in college, is almost a total loss. It would appear also that since those who had had chemistry in both high school and college ranked but very little higher than those who had only high school chemistry, that a year of college chemistry adds but very little to one's ability.

If the number of facts possessed constitute education, then our schools aren't doing a very good job. The number of facts possessed constitute *knowledge*; they *do not* constitute *education*. What is it to be educated!

An educated man possesses knowledge, but he is not the cloistered recluse. Rather is he one who uses his knowledge to adjust himself—to make ever better adjustments to the life he lives. An educated man is a wise man, but;

"Knowledge and wisdom far from being one,
Have oftimes no connection. Knowledge
dwells

In heads replete with thoughts of other men;
Wisdom in minds attentive to their own.
Knowledge a rude unprofitable mass,
The mere materials with which wisdom
builds;"

A man must in a sense educate himself; the school can't do it. "No college ever made a man great," said Dean Briggs, "but many a college has helped a great man and added efficiency to small ones."

One may possess knowledge or information and yet remain uneducated. He may have vulgar tastes and enjoyments, he may be bigoted and prejudiced, his judgment may be narrow and hasty. An educated man will not substitute reading for living, nor books for reality. He can not receive his education from a four-year shelf of books as some colleges may believe, any more than he can from the old five-foot shelf. This is not a modern idea of an education, it is a medieval one. A mastery of any shelf of books can never be the magic formula for an education. One's education will show itself by the kind of home in which he lives, the materials he reads, and the interests he has. Any book

or books, any subject or subjects, which do not make for desirable changes in these directions do not contribute widely to his education.

With all our provisions for education today—with more than seventy per cent of those of high school age in high school, with more than twelve per cent of those of college age in college—with facts being diffused more than ever before, we have reached such a social impasse as has never been reached before, and what is more serious, no one of us knows what to do. Are we educated when we cannot solve our problems?

Schooling Which Educates is Needed

What we need is not more of the same kind of schooling, which hasn't changed materially since the turn of the century, but we need a kind of schooling which educates, which makes one sensitive to the conditions of the age, which produces the inquiring mind, which makes one think by using more real problems for thinking, which helps one to adjust one's self to the real job of living.

Education is not a veneer of so-called culture. Education is not something on the outside—an ornament. It is not the ability to speak a foreign phrase now and then. It is not the accumulation of knowledge the only purpose of which is a pedantic display of erudition. Education instead of trying to impart a certain exterior, provides for the interior. It should make one over if it is to be effective. Education, in this sense, takes place outside the classroom as well as in it. Schooling may aid the process, but it can never claim a monopoly upon it.

Some Marks of an Educated Person

An educated person has social competence. Do our schools educate when they turn out pupils at eighteen years of age who have no particular ability along vocational lines, who spend their leisure time almost exclusively in the movies, and other places constantly seeking out newer ways to be amused and entertained, when we find that in spite of the belief of the school "it has taught their pupils to read, they read only trash," and when the chief interest in the newspaper is in the sports and the funnies?

An educated person has a social conscience and is dependable. He feels his

responsibility to his immediate associates and to the larger social life. He can be counted upon to follow a consistent line of action.

An educated person keeps himself informed on what is going on around him. He informs himself by judicious reading of magazines and newspapers, judicious use of the radio and public lectures. He can make up his mind on the issues of the day, but always holds an open mind to new evidence and new conditions. Although his mind is open, however, it is not open at both ends.

An educated person has initiative. He not only informs himself on public questions but he possesses the power of making decisions and when once made he is strong enough to act upon those decisions. Initiative often means courage.

An educated person is one who can think. To most people real thinking is a painful process. It is for this reason perhaps that so little original thinking is done. This is one of the things which formal schooling does most poorly. The schools have become so absorbed in teaching facts that they have left no time to learn how to apply these facts to their thinking. When in a certain large city a class in economics was discussing inflation, one of the recent survey staff asked the teacher if he brought in present happenings that might affect inflation. "No," said the teacher, "we have all we can do to master the text." When a teacher of American History was asked by a member of the survey staff if he brought in present American problems and their effect on history, "No," he said, "when I do it is confusing to the pupils." These are not isolated instances, and they show this fact very clearly: we teach the things which are easiest—facts—and then only very poorly. Teaching to think is hard. It can't be tested quite so easily, and we neglect it, and so we neglect one of the most important ear-marks of the educated man—ability to think. Some may feel we don't emphasize the subjects any more which are especially good to teach one to think. I would say to them that psychologists are agreed today there aren't any such subjects. Teaching to think should be the most important part of all instruction. No subject has a monopoly on it. It depends most of all on good teaching.

An educated man is also one of breadth and sympathy of view, he respects the thoughts, ideals, and aspirations of others. As I have said he is not prejudiced, not bigoted, and is not averse even to changing some of his most cherished beliefs when convincing evidence is presented.

To answer very briefly and in summary the question which is the subject of this discussion, what is it to be educated, I should say one is educated who possesses accurate knowledge, that is, facts, who uses these facts not simply for purpose of recall upon rare occasions, but for actual living. This means wisdom. He is capable of earning a living at a task suited to his ability, he spends his leisure time wisely in re-creation, not in simple amusements, he has an inquiring mind and is constantly keeping himself informed, he has initiative, dependability, breadth and sympathy of view. This individual would be an ideal citizen.

To produce this type of man is the task of education. This should be the principal task of the school, for it is supported by society for that sole purpose, but it is a task far greater than the school can perform. It involves the home, the neighborhood, and the civic and social life—in fact all the influences which affect the individual. All these may aid or hinder in producing the educated man.

A POET'S PRAYER

GOD—

Give me poetry
Like a dry hungry valley
Is suddenly given
The rushing, mighty waters
Of flood.
Let me feel its surge
Like a tree,
Bending beneath lashing
Winds of storm.
Give me words to conquer
Worlds,
In a glorious revolution
Of spoken beauty.

E. GLORIA GREENWOOD
Steelville, Mo.

Objectives for the Education of Youth in Wildlife Conservation

PROGRAMS FOR THE EDUCATION of youth in wildlife conservation have become both numerous and popular. State conservation departments, educational institutions, Boy Scout, Girl Scout, and 4-H Club organizations, individual teachers, local organizations and others have been preparing and sponsoring outlines of activities calculated to make the youth of America conservation-conscious.

This activity shows a recognition of the highly encouraging. It suggests, however, need for education in conservation that is a strong possibility of confusion and conflicting purposes, arising from differences of opinion between the groups as to what constitutes effective conservation material, and where and how it shall be taught. In other words, there are as yet no definite, generally-accepted standards for either the preparation or the carrying out of the programs, and this lack is obvious. The use of standards is basic to all the more formal education programs, and it will have to become basic to the programs of conservation education before these can be effectively established.

A good many programs now in use show one or more of three principal weaknesses:

1. Failure to recognize and plan according to some fundamental objectives of conservation education for youth.
2. Failure to recognize two distinct youth groups, and to provide instruction suited to the needs of each group.
3. Lack of standards for use in planning effective activities.

The following discussion presents the foundation for a generally-acceptable skeleton plan, the completion of which can come only through the cooperation of many experienced persons. For the present, if we can analyze the fundamental weaknesses outlined above and suggest remedies on which we can all agree, we shall have made a good start toward placing conservation education on a sounder basis.

Any such programs for youth should be planned and executed with a clear under-

By WERNER O. NAGEL
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standing of what conservation is, what education should do, and how the results are to be obtained.

What Conservation is:

Conservation means "to save," and the implication is to save for future use. In wildlife conservation, we are concerned with saving what we have, restoring what we can, and managing the surplus to the best interests of the most people. In the abstract sense, conservation is a state of mind—a policy of looking into the future. The important thing for educators to remember is that conservation cannot succeed until it is understood, endorsed, and actively supported by the public.

What the Youth-Education Programs Should Do:

An educational program for youth cannot make technical experts of the students; that is for the colleges and universities to do. *The youth program should develop attitudes.* Specifically, it should have two objectives:

1. It should convince the youth of the value of conservation to him and to society, and of his responsibility in the matter.
2. It should show him how to get the desired results.

How the Objectives are Attained:

To be effective, the program must be of a type to *provoke thought, promote discussion, and stimulate activity.*

Thought is provoked when the youth is confronted with a problem, preferably presented by an unsatisfactory life-situation, which it is to his conscious interest to solve. It is for the teacher to recognize the conservation problems in the youth's life-situation and to arouse his interest concerning them. For example, the teacher may discover that a pupil is interested in fishing, though he has to travel several

miles to find fishing places. The teacher then mentions that another boy he knows has excellent fishing in a pond on his own farm. This makes the first pupil dissatisfied with his own situation; he feels that he wants a pond on his farm, where he can fish and swim to his heart's content. After he has thought about it long enough, he will probably ask the teacher how to go about getting a pond of his own.

Discussion is promoted when thought finds expression, especially when several points of view are possible. It is the teacher's task to arrange opportunities for organized discussions of conservation problems interesting to the group, and to see that each is *unobtrusively* guided to a logical conclusion. The problem of the pond will interest several of the pupils; the teacher can arrange a discussion of the benefits of a good pond, and ways and means of building it.

Activity is stimulated when thought and discussion have indicated the means for correcting the unsatisfactory situation; it provides the practical demonstration of the logical conclusion. The teacher should try to see that thought and discussion arouse interest to such a pitch that the activity needed to solve the problem will be undertaken with enthusiasm. Continuing the example of the pond problem; thought and discussion have demonstrated the need for and values of a good pond; the possibilities for sport have aroused enthusiasm. The boys will not rest, now, until a good pond has actually been built, planted, and stocked.

The order in which these processes are listed is not accidental; it sets forth the logical procedure in which thought and discussion demonstrate the need for activity. The youth is *self-impressed* with the need for a solution to his problem, which is to correct an unsatisfactory condition in his own life-situation. He takes pride and satisfaction in constructive activity to a degree possible only where there is a direct personal interest in the problem.

This procedure places the emphasis where it belongs, on the development of interests and attitudes. All will agree that this is even more important to the future of conservation than is the actual work done. This is not to belittle the usefulness of activities; it merely emphasizes two well-known facts: (1) if interest is aroused,

activity results naturally; (2) self-initiated activity is far more valuable than that assigned as a task. Thus, if we get the student in the habit of *thinking* and *talking* conservation through arousing his personal interests, he is likely to continue as an *active* conservationist in later years.

Yet a good many of the programs now in use reverse this process by emphasizing the carrying out of conservation activities, in the form of projects, as the first step. The development of interests and attitudes is expected to follow as a matter of course. The weakness of this plan is shown by the fact that it has been found necessary to stimulate interest in doing the work by offering prizes and rewards for carrying on a project. The interest stimulated in this way is often artificial; it is the reward, rather than the problem, that interests the pupil.

It is but a short step from the youth who regards conservation projects as "something you do to get prizes" to the man who thinks of conservation work as something for which he should be paid. The two points of view differ only in the kind of payment involved; both are direct outcomes of faculty educational procedure. The fallacy is that the interest of the youth has been aroused *not* in the problem or the activity or the results, but in the expectation of payment that in itself has nothing to do with conservation.

An excellent analogy is provided by the familiar advertising programs, in which a child is stimulated to accumulate a number of carton-tops in order to win a baseball bat. The child *may* develop a deep and lasting preference for the commodity thus advertised; but we know that usually, after the prize has been won, the child loses interest in the associated commodity and goes back to the brand that best suits his taste or satisfies his hunger. By the same token, he *may* develop a deep and lasting interest in conservation as a result of accumulating "points" for prizes; but we know from the experience of educators in other fields, that the practice of stimulating activity by arousing personal interest in a problem is *always* more effective than trying to develop interests as a result of activity.

Standards and Principles

It has not been generally realized that it is necessary to consider the needs of two

distinct groups in the educational program. While a knowledge of the basic principles of wildlife conservation, restoration, and management should be acquired by all students, in the applications of these principles it will be found necessary to provide for the special needs and interests of two groups:

The Producers: Those whose life-situations are concerned primarily with the management of land, and who will therefore largely govern the future production of wildlife by the way they use their land. This group, of which the future farmers form the larger part, also controls the right of access to the land under the trespass laws.

The Consumers: Those whose occupations do not involve the direct management of land, but whose major interest in wildlife lies in hunting, fishing, study, photography, or in other forms of use of wildlife.

The approach to the producers must be one that convinces them of the value of wildlife conservation and management *to them*, as a legitimate, profitable, and enjoyable *supplementary* form of land-use.

The approach to the consumers must be one that convinces them of the proper, conservative use of wildlife and gives them an understanding of and consideration for the problems of the producers.

The approach to both groups should give an appreciation of producer-consumer relationships (often called "farmer-sportsman relationships"), which are not now generally satisfactory. Without such understanding, an increase in wildlife populations will serve only to aggravate the existing ill-feeling—a situation that will be overcome only if a practical, mutually-beneficial program of production and use is set up.

General Principles for Both Groups

The general principles of conservation that all students should learn are given here in condensed form. The qualified instructor will know how to select and apply the material. The student should learn that:

1. The decrease of many interesting and useful species has made conservation a matter of immediate necessity, to every citizen.

2. Conservation consists of saving what we have, restoring what we can, and man-

aging the surpluses to the best interests of the most people.

3. All species need food, cover, and water. These are provided in a well-balanced program of land-use.

4. Predators are almost all interesting and useful; they are one of Nature's agents in keeping breeding stock up to par.

5. Research and investigation are needed to find the facts that will permit better management; regulation is necessary to insure the best use.

6. Good farmer - sportsman relationships are necessary for the best production and use of wildlife; cooperation benefits both groups.

There is scarcely any part of the high-school or grade-school program of studies in which applications to conservation cannot be made. Therefore it is neither logical nor economical to set up a special course in conservation equivalent to the well-established courses in other subjects. The various applications are best made in connection with the courses in which they occur, and through extra-curricular activities in the form of discussions, debates, essays, reading, and projects. The whole outdoors offers a free and well-equipped laboratory.

Principles are generally developed in the classroom; their applications to individual needs and interests are shown by special activities. Projects are useful forms of activity, but their usefulness depends on whether or not they supply the answer to a conscious problem or meet a particular interest. Therefore, no "ready-made" project, selected at random from a list, can be expected to serve the purpose as well as one that is "tailor-made" to fit the occasion. Both those who prepare and those who use project-lists as guides for the selection of activities should realize that any project in the list may have to be altered to fit individual needs.

To aid teachers in the selection or preparation of projects to fit the need, a list of standards that all conservation activities should measure up to should be helpful. Such a list follows; it recognizes separately the consumer and the producer groups:

Standards for Activities—Producer Group*

1. The activity must originate as the result of a personal problem, and must ap-

ply to the land on which the student lives.

2. The activity must be "tailor-made" to fit the particular problem.

3. Results must begin to appear within a year or less.

4. The activity must not conflict with the main purpose of the land, which is the practical production of saleable crops.

5. It should be useful to the farm program as well as to wildlife conservation.

6. It should have the approval of the local Agricultural Extension Agent, or at least should not conflict with his program.

7. Wherever possible, cooperation with a consumer should be part of the activity.

8. The work should clearly demonstrate conservation principles.

9. The principal emphasis should be on the production and management of wildlife and its use to the farm program, though the justification for public use of surpluses should be recognized.

10. The use of reference material should be required, as should the exercise of initiative and judgment.

Standards for Activities—Consumer Group

1. The activity must be interesting to the youth, capturing his imagination.

2. It should emphasize primarily the development of a philosophy of wise and restrained use of surpluses.

3. It should demonstrate the practical and esthetic value of wildlife with reference to the youth's particular life-situation.

4. The activity should help the youth to discover the best means of realizing his particular interest, but should also lead him to appreciate all legitimate forms of use of wildlife.

5. It should develop appreciation of the producer's point of view.

6. It should help to establish a satisfactory basis of cooperation with consumers.

7. It should demonstrate the application of some sound conservation principle or principles.

8. The use of reference material should be an integral part of the activity; the exercise of initiative and judgment should be encouraged.

Standards for the Instructor

Since a program, no matter how well-planned, is only as effective as its supervision, it may be well to suggest a few standards for the instructor himself:

1. He should have or gain a comprehensive knowledge of the theory and purpose of conservation, restoration, and management.

2. He must be able to appreciate the points of view of both the producer and the consumer.

3. He must learn to see and point out the practical conservation problems most likely to affect the needs and interests of his group.

4. He must know where and how to obtain suitable reference material.†

5. He must understand and be able to guide youth.

In conclusion, it is emphasized that the above lists must not be accepted as complete; better ones will be worked out as practical experience is gained. The discussion is presented primarily as an initial attack on a fundamental problem which it is necessary to solve before conservation can become a generally-accepted public policy.

*This list is being used by the Audrain County, Mo. Wildlife League in cooperating with the rural school program.

†A list of references which will cover all publications that apply to this problem is now under preparation by the Conservation Commission and the Missouri Cooperative Wildlife Research Unit.

IMPORTANT CONVENTIONS

MARCH

14 Midwest Committee on Rural Life and Education, Kirksville, March 14-16, 1940.

30 Third State Student Assembly, Jefferson City, March 30, 1940.

30 Fifth Annual Conference on Elementary Education. Northwest Missouri State Teachers College, Maryville, March 30, 1940.

APRIL

6 Department of Elementary School Principals Meeting, Columbia, April 6, 1940.

29 Association for Childhood Education; 47th Annual Convention, Milwaukee, April 29 to May 3, 1940.

MAY

3 State Speech Conference, Columbia, May 3-4, 1940.

JUNE

30 National Education Association; Annual Convention, Milwaukee, June 30 to July 4, 1940.

NOVEMBER

6 Missouri State Teachers Association Annual Convention, Kansas City, November 6-9, 1940.

The Wills—not Skills—of Arithmetic*

MANY ARITHMETIC TEACHERS are carrying on Sandberg's definition of poetry, when he tells us: "Poetry is the achievement of the synthesis of hyacinths and biscuits."

Too long we have been mostly interested in biscuits—those commercial computations—alone, but now we are turning to the other side more, and are cultivating the hyacinths, seeking an understanding of the world that will awaken one's reverence.

Today, as never before, in our National life the world has need of that person who, to use strictly mathematical terms, possesses independent thinking on interdependent subjects.

A fully accredited Junior College, in Pennsylvania, with a modern Educational program, last year, at Easter, published an issue of its school magazine called "The Gentlemen Prefer." It was a union questionnaire with these results having the heaviest vote and greatest approval. The most Interesting Subject—Mathematics. I prefer this subject, note the rank, because:

- (1) the subject matter
- (2) the teacher
- (3) the utility
- (4) there were nice girls in class

The preference of these gentlemen in the field of Mathematics, might be an indication of the view point of a wide spread number of younger, grade-students in the field of Arithmetic. For certainly these elements are to be reckoned with, the interest of the subject, the ability of the teacher, and the utility of the course.

The teaching of Mathematics by good teachers is today characterized by common-sense. The eighth grader today understands, without fear, either what the college professor did not know or was afraid to accept, in 1600. The eighth grader of tomorrow will have a new civilization based on a new science of greater complexity. It is the duty of the High School to help rebuild our system to serve the needs of humanity.

It is not enough for teachers to be well informed and appreciative of all cultural courses, but they must be rigidly and courageously honest. "Mark Hopkins on the

By MISS EMORY TODHUNTER
Junior-Senior High School
Lexington

end of a log can not be replaced by a narrow mind."

Nearly a century ago, the first qualification of a teacher was a lack of ability to do anything else, and the possession of a quality of self-sacrifice. It was not the study of too much mathematics, but rather the study of nothing else that made the teacher narrow. In a later vocabulary, a modern teacher is "one who can get inside the other fellow's skin, and look out through his eye-holes."

Arithmetic's greatest claim to our attention is due to the fact that it is a preparatory subject. Let us be carried back for a brief word of preparation for our students needs. The first need is the ability to read, the common or garden variety of English language with comprehension. Then comes the ability to translate English into English before there can be any interest in translating Arithmetic into English. Using material on the child's level the curious and hopeless absurdities of *numerology* could be given fleeting notice, for often minor items draw the greatest interest.

For instance, why should we give three cheers instead of two cheers or four cheers?

We may quote Shakespeare in his *Merry Wives of Windsor*: "There is a divinity in odd numbers, in nativity, chance or death." One or one *mile* was overlooked as an index and the ancients started counting with twos. Hence the first odd number was three, and it was used to represent the highest and most sacred number in religion. It gave us The Trinity—in Mythology, The Trident (three teeth)—the Scepter of Neptune—and socially it gave us the Three Cheers.

Then came the popular mystic number of seven, with the seven wise men of the East. The Seven Wonders of the world, and the seven days of the week. The nine represented perfect Godliness because every known number is its associate.

For lessons in thrift a little booklet, *The*

Richest Man in Babylon gives a system which children like to hear at Christmas time, for it is a story. These are probably free pamphlets, sent out by The Institute of Financial Education, 810 14th Street, Denver, Colorado.

Drill does not develop meanings. And by stressing relationships rather than differences we lead the child not to memorize, but to discover combinations, seeking quantitative thinking, which is best.

A large part of the most efficient learning is incidental. Watch for the detours in subjects. Get a rich repertoire of dramatic and interesting incidents in which number solves an important role.

Do not try to teach arithmetic, Dr. Raymond Wheeler, of the University of Kansas tells us but teach *discovery, life, and nature*, through arithmetic. Subjects are inadequately learned when learned in isolation. Did you ever try the Chalk Talk Method?

From the woman who deals with balanced rations to the man who builds a bridge, or the business man who values a public service corporation, science is touching all this modern life in quantitative aspects, and demanding accurate habits of thinking, for quantitative thinking is best. If Germany has 85 millions in her country today, and 16 millions of these are newly conquered people, what per cent of loyalty could Germany expect? Might not this be a question of current newspaper reading?

Contrast this with a problem taken from *Boys Own Arithmetic* of nearly a hundred years ago—this might arouse only amusement. "Mrs. Supenbia Mac Manns, age unknown, having little to do, joined the Browning Club of McIvorsville. On her way to attend the second fortnightly meeting for December, she slipped and fell in front of the well known Tonsorial Parlors of Louis Frazell, and had to return home for repairs. She was 43 minutes late in arriving at the meeting, during every $1\frac{1}{2}$ minutes of the time she was late, one-sixteenth of her character disappeared. How much remained?"

In quantitative thought watch for the detours. The skillful teacher can keep the discussion within reasonable bounds, even when starting a topic that is discussed the whole period. If you are driving an automobile at the rate of 40 miles per hour and suddenly saw a tree across the road

approximately 75 feet ahead, would you be able to stop in time, if you applied the brakes at once? Eventually the correct formula is found and $S = \frac{V^2}{18}$ settles the

question and teaches a lesson in speeding.

The figure of a cone, with its sections (called the wheels of life), never fails to interest children and in eighth grade arithmetic a helpful detour could be made by teaching 231 cubic inches equals one gallon and showing breath power by the use of the formula for the volume of a cone. $V = \frac{1}{3}\pi r^2 h$.

Dr. Glenn Cunningham, the runner, tells how fresh air helped him at Dartmouth to establish the fastest indoor mile, not possible in the smoke laden atmosphere of Madison Square Garden in New York. A teacher can skillfully eliminate from arithmetic a lot of socially useless material, forget the words *minuend* and *subtrahend* of classical formality, and stress every day experience.

Mathematics need not be, and should not be a disliked subject, but when there are too many skills for the time allotted to them, and the examples are not sufficiently simple to be understood by the pupils, then something goes wrong somewhere. The children are willing to work hard to please the teacher, but find difficulty after difficulty coming up with new skills to be learned before the old ones are mastered, and discouragement results.

Children learn by their successes much more than by their failures. Failure brings discouragement, disinterestedness, and dislike.

Well do the teachers realize that there is no safeguard against absurdities in computation and that most of our teaching has resulted only in making the world safe for stupidity. The arithmetic teacher can see well the truth of the Biologist's statement when he tells us "Those who *multiply* the most, frequently have not the intelligence to *add*."

Professor Wheeler of Kansas University tells us again "Learning depends upon the will to learn, which cannot be forced by requirements or authority, but must be challenged by both dynamic teachers and dynamic teaching."

The industry that has given the most
(Continued on Page 115)

Shall We Study War No More?

EACH GENERATION HAS ITS OWN PERIODS OF WARS or of war-mongering. At such times our social science teachers face an important decision.

Shall they forego class discussion of contemporary wars, or

Shall they choose the belligerents who deserve sympathy, aiding and abetting the growth of that sympathy among their pupils?

Or shall they maintain an interested but detached point of view, helping pupils to see the various issues involved?

Each teacher will make one such decision. If he makes no decision at all, even so, by default it becomes a decision.

And to make a decision of the kind is no mean matter. Bitter arguments often follow by many years the wars which are the bases of debate. How, then, can we expect to be even reasonably certain of fair decision contemporaneous with the conflict?

It behooves us, then, that we approach the controversial European situation with caution. However sympathetic we are with unfortunate minorities and wherever those sympathies may lie, we cannot afford to judge with untempered emotion backed by subtle propaganda.

So often the hysteria that accompanies war causes us to feel that all wars are battles of *right* against *wrong*. After the wars are gone for a time, we awaken to the fact that preachments of right and wrong are usually the emotional means whereby our hysterical winning energies are sustained. Then for a time in post-war days we see that we were lied to and cheated, that the catch-phrases were not causes for war, but only means of pursuing it. Then, as time dims poor memory, we fall back into the old way of believing that wars are fought for democracy, for right, against beasts and barbarians. So, we are ready to fight again!

Great nations are always satisfied as long as their supremacy is not threatened. But, faced with the rising power of growing nations, they begin to feel uncomfortable. Thus, the resulting wars for power become wars 'for freedom and democracy.'

By LINDELL BAGLEY
Lilbourn High School

The American colonies fought with England against France, then against England with the aid of France, then they refused, as states, to help France against England—dictated by Washington's proclamation of neutrality. Did France help us because she loved us and liberty? No! (Certainly no Bourbon could be accused of such liberality!) It was only because she hated England who was becoming more dominant in the affairs of Europe. Did Washington refrain from helping France in 1796 because he loved England or disliked France? No! It was only because he had the good sense to save us, a weak nation, from dabbling in the power-politics war in Europe.

Our own navy forced Japan to become a trading nation; and now our jingoists perennially predict war with Japan—even traipse up and down the land making speeches about it! England becomes enraged with Japan's plans simply because Japan is a threat to her own supremacy in certain areas of influence.

Are England and France interested in Poland, in Finland? No! They would not give a plugged nickel for either or both, as such. It is only that the rapidly multiplying Slavic nation of the North and the energetic Teutonic nation of Central Europe are a threat to that supremacy which dates back to the days of Good Queen Bess, to the days when England, too, was beast and barbarian and shark of the seas and France was the lion and lord of the land. The fates of Poland and Finland are simply unpleasant incidents in a war of power—incidents seized upon by the powers as means of gaining sympathy for their causes, those causes being that of their own national well-being.

Of course, all of us agree on the present altruistic attitude of our own country. But there is no democracy, as such, in the mess in Europe. Charles A. Beard has indicated that fact in no unmistakable terms.

And we must remember that Professor Beard is the consistent liberal who resigned his post at Columbia University because he decided to refuse the request that he ask for the resignation of one in his department. The request was due to the hysteria of the World War and something of a pacifist nature said or done. Incidentally, Mr. Beard is back with Columbia, the great patriots of Columbia having finally cooled to stability twenty years after.

It does not suffice that we term a war 'barbarian' or the atrocities of a war 'barbarianisms.' The incidents of any war are terrible, regardless of the cause—be it the War of Roses, the Spanish-American War, or the World War debacle. We must be cool and discerning enough to uncover causes that lie back of war and back of these dastardly overt acts. *And if we have not discovered those causes before the conflict begins, it is a dead cinch that we shall be too biased and hysterical to see clearly after it is in progress!*

Therefore, let us as social science teach-

ers be careful of our sympathies and our own propagandas, that we do not allow ourselves to take that first step which ultimately may lead to war, on the basis of 'democracy' and of 'right,' by imbuing our pupils with an emotionalism based on wishful thinking rather than cold hard facts. If we wish to help a nation, let us do it with our eyes open, not on the basis of the old and ever-recurring propagandas. (Propaganda, as such, is all right, of course. The type here meant is that which makes us protagonists of only one group, one viewpoint, or one idea, to the exclusion of the other facets of the situation.)

We have a duty to America. If to look to our own national interests rather closely is selfishness, then by the same token the other great powers are extremely selfish; if to be selfish is to be cowardly, then perhaps our bravado might well be seasoned with a mite of the cowardice of self-interest—especially in so uncertain a world.

This is the unpopular attitude, but it is the safer one.

THE WILLS—NOT SKILLS—OF ARITHMETIC

(Continued from Page 113)

pleasure in our country and abroad, the industry of moving pictures, is based on the differences in value of two fractions. Each picture remains on the screen a little over $1/32$ part of a second. Between the two pictures, there is less than $1/32$ of a second of darkness. Due to the persistence of vision the impression on our eyes remains for $2/45$ second, after the object has gone. Arithmetic and its processes form the basis of this industry.

Today we face the huge problem of ridding our school system of errors and traditional theories. "Educators who think all we have to do is to set up an experiment, devise a test or send out a questionnaire are either thinking in terms of 1860, or are not thinking at all."

If pupils do not like arithmetic, in most instances it is not being taught correctly. Dr. David Eugene Smith, the Dean of American teachers of Mathematics, in his article, *Retrospect, Introspect and Prospect*, tells us that it is dangerous to predict, but it is also a pleasant pastime, for it is

only by imagining a better future that the world really makes progress.

The future, he says, will recognize that the schools do not exist to make bookkeepers of all children, or to teach the arithmetic needed by mechanics, but the more elaborate mathematics of the future will be left for the *Specialist* and the mass of children will learn just what the mass of people need.

Professor Slaughter of Chicago University says Mathematics and in its narrowed form arithmetic, underlies our present day civilization in much the same far reaching manner that sunshine underlies all forms of life, and we unconsciously share the benefits conferred by the mathematical achievements of the race, just as we unconsciously enjoy the blessings of sunshine."

In conclusion, we can all agree that mathematics is a giant life giving tree, whose trivial leaves are computations, but whose roots are those of a tangible eternity.

*Review of Tenth Year Book, Warrensburg District Teachers Meeting, October 13, 1939.

Along the Fine Arts Way in Phelps County

By MILDRED V. FERGUSON
Fine Arts Supervisor

IT CAN NO LONGER BE SAID that the amazingly large Missouri State Course of Study is not a practical, meaningful, and progressive instrument. This is especially true where teachers are given some assistance and direction in the organization of their programs in the light of recent philosophical and psychological principles and the unit plan of teaching.

One of the goals toward which the State Department of Education is working is the teaching of children through a finely integrated program, the heart of which is the area of social studies. This is far removed from the traditional subject matter type of teaching which made learning materials much less meaningful and interesting. The new program involves more of a synthetic type of learning than the subject matter type. This is more difficult yet at the same time more challenging and worthwhile to both teachers and pupils.

The acquaintance of teachers with the integrated program is being brought through several channels. The remainder of this article treats one of these. It is the work of the Fine Arts Supervisor.

The fine arts program in Phelps County, with headquarters at Rolla was begun August 15, 1939. Only through the wise planning of Mr. A. F. Elsea, State Director of Rural Education, and Mr. Ralph Marcus, Phelps County Superintendent of Schools, was the ground-work laid for an active, functioning program in the field of fine arts.

Today 35 rural schools, having enrollments varying from ten to 38, are being paid regular monthly visits by the supervisor. Preceding these visits the teachers of participating schools are assembled in faculty meetings each month. To make the program still more effective my office, which is in conjunction with the county superintendent's, is always open until noon on Saturdays. With such an interlocking of interests on the part of State and County, with the local supervisor in the center, and teachers, pupils, and parents on the other side, we are already beginning to sense a

high state of satisfaction and achievement along the fine arts way.

The area of Fine Arts consists of children's classics, art, and music. Certain definite objectives have been set up which are vital to any worthwhile program. It is our hope in Phelps County that every child who comes in contact with this program will become a richer individual—richer in new experiences—richer in powers to enjoy and appreciate—and richer in personality. The ultimate goal is that every child will become a better psychological instrument, one who can better interpret his environment, one who has faith in the spiritual values of life, and one who shows intelligence in selecting books, poems, pictures, and music for his growth and pleasure.

Although at first many thought the monthly visits of the supervisor to each school was the most important phase of the fine arts program, it is being realized more each day, by all concerned, that the entire program functions around the faculty meetings. At these meetings every teacher has an opportunity to see clearly the objectives to be attained not only for the following month but also the objectives of the general program in the light of the accomplishments of the preceding months.

The faculty meetings are not approached from either the lecture or the mimeographed direction sheet method. Instead appropriate current problems are discussed, demonstrations are given on such things as teaching a song, the correlation of art with the social studies units, the playing of simple musical instruments, and lastly, an evaluation is made of accomplishments made in the various schools. Out of the above generalizations come the following specific elements which gives in more detail what actually takes place in the faculty meetings. Much singing of new songs is done so that the teacher who knows

little music may retain the melodies. A certain portion of the meeting is devoted to the teaching of the fundamentals of music. Rhythm orchestras and tonettes, their place, use, and possibilities in the rural school are also discussed and demonstrated.

The tonettes are called melody instruments and are not expensive or difficult to play. They are fingered very similarly to the B flat clarinet but have a range of only one octave and a half. After the children have learned these instruments, they know the clarinet fingering, notes, and the values of notes or time. Further use results in improved singing because the children have heard the true pitches of notes produced on the horn, and the realization of much enjoyment through the playing of two and three part music and accompanying the singing of other children. When the children have played these instruments for a year or two in grade school, the playing of a clarinet, flute, or saxophone in the high school band or orchestra is an easy and natural transition.

Literature and art are given due consideration as well as music at our faculty meetings. As most rural libraries are small, the county superintendent and I make our library materials available to our teachers and make them acquainted with recommended books. Choral reading is being encouraged, since it offers the timid child a chance to both feel and understand good literature and appear before an audience, even though it be in a chorus. For too long a time has the backward, unaggressive child been ignored and only the more gifted child given the opportunity to represent the school. In our fine arts program every child is looked upon as having great possibilities for growth and improvement, and therefore deserves the chance to experience the moods and emotions of great literature and to become effective in delivering it. Through the literature phase of the fine arts program does the child gain vicarious experiences which enrich his universe and challenges him to do his best in meeting the simplest problems of life. In practicing the *doing our best* philosophy perhaps fifty per cent of our difficulties are mastered before beginning, for how much the phrase *doing our best* implies.

My visits to the schools each month supplement the faculty meetings. During

these visits the teacher is simply aided in whatever he needs help, and the basic objectives of the fine arts program are worked toward on my part through activities with the children and observing the work and accomplishments of the school.

One of the objectives around which the school visits revolve is appreciation. In music the initial attempt to improve children's appreciation is made through the learning of attractive and appropriate rote songs. This is followed by brief studies of composers' lives. When interest is rising, the fundamentals of music are introduced but only for a short time each day are such fundamentals emphasized. It has been found that such things as composers' lives, dynamic markings, and fundamentals of music are most effectively learned by the children when taught more incidentally than intentionally. That is, let them be taught when the need of learning them presents itself and with proper guidance these needs occur often. Coupled with this is the study of the instrument families as the course of study encourages.

Literature appreciation is emphasized indirectly during my visits. This usually comes through verse speaking practice, the observation of pupils book reports, or helping plan a program.

Art work blends very nicely with the other fine arts in relation to social studies. Through persistent efforts on the part of both teachers and pupils we possibly have some Da Vincis in the making and have a very noticeable improvement in appreciation of beautiful paintings and art principles in our environment as well as becoming more skillful in artistic expression.

The organization of the fine arts program in Phelps County was not complete with the scheduling of monthly faculty meetings and school visits. Provision was made for public observation of the results of the program and ample opportunity for the boys and girls to taste of success through major activities. The activities not only motivate more earnest endeavor on the part of every school, but also create a socialized, cooperative consciousness among all children, parents, school officials and civic leaders throughout the County and State. The first activity was a pageant involving 100 voices which was presented

(Continued on Page 135)

Quotables From Notables—

Heard at the A. A. S. A. Convention in St. Louis

● **COORDINATION OF SCHOOL** and community services so that all children may receive needed care without waste and duplication of effort has become of prime importance. The general report of the White House Conference on Children in a Democracy reminds us that "Too often people have failed to realize the simple truth that the child cannot be broken up into parts: one for the parents; another for the teacher; one for the public official; another for the playground and the church."—KATHARINE F. LENROOT, *Chief, Children's Bureau, United States Department of Labor.*

● **IN CONDEMNING AMERICAN** institutions and American business much has been said about more abundant life. If you want to see a monument to American genius look around. The people of no other nation enjoy the benefits of so many electric lights, furnace heated homes, bath tubs, telephones, radios, automobiles, electric machines and appliances and modern methods of transportation, as do the American people. This is *abundant life*. When knighthood was in flower and kings were supreme, not one of them enjoyed the luxuries that are enjoyed by the average citizen of America today. *And the government did not create it!* The government merely maintained order and protected individual initiative. Abundant life cannot be legislated into being. It comes from hard work, intelligence and enterprise. America has been great in its abundant life, full of hope because of its freedom to labor and succeed.—C. WAYLAND BROOKS, *Attorney-at-Law, Chicago, Ill.*

Education For National Defense

● **SO TO KEEP** us out of war, we must be strong, strong to resist armed attack, strong to resist the attack of ideas. We need the armor of military power, the armor of physical health, the armor of religious belief and the armor of love, abiding love, in our country and in the American dream. Then we shall be strong. Then, I think, there is a chance that we may not be forced into war. The members of the Youth Congress paraded with the sign "Scholarships, not battleships." The theme of this talk is that we need both.—WILLIAM F. RUSSELL, *Teachers College, Columbia University.*

● **IT IS TRUE** that we have not yet fully realized the purposes for which our system of public education has been established. A part of this failure is due to a lack of resources. Still other deficiencies can be traced to the conservatism of our population and of the members

of our profession. We do well to take stock of the current situation in order that we may discover wherein our present system of education has failed to serve our society fully.—GEORGE D. STRAYER, *Teachers College, Columbia University.*

High Productivity and Adequate Education Go Together

● **EDUCATION'S INFLUENCES** is so pervasive and important that some classify it as a basic factor of production in itself.

Per capita production and per capita income have increased several fold during the past century in nations like Great Britain and the United States. During the last seventy years, population in the United States has increased three-fold while the physical volume of goods produced and consumed has increased more than nine-fold.

The primary factor in this phenomenal expansion in productivity has been the application of science to the processes of production. Education, however, makes significant contributions to all factors of production as has already been pointed out. Scientific knowledge is helpless in achieving high productivity where ignorance abounds.—JOHN K. NORTON, *Teachers College, Columbia University.*

● **EFFECTIVE LEADERSHIP** or control in any social situation involves *making adaptation to achieve power*. Complete conformity to the controlling moves would involve vacating the position of leadership. But too much deviation from the established pattern of behavior will cause an individual to be unacceptable to the group and hence cause him to be ineffective in influencing their behavior and action. Teachers not infrequently fail to establish themselves as a respected member of the community, isolate themselves as outsiders by being different, and consequently remain impotent as educational and social leaders. Being different in small things may prepare for failure in the really important task of the educational worker. There is a practical intermediate position where there is much of conformity and some of variation and challenge. Each person must judge the social situation, his own prestige and security, and probable response to lines of action under consideration.—GRAYSON N. KEFAUVER, *Stanford University, California.*

● **PARENTHETICALLY**, there is today probably a greater chance for a citizen to be injured or killed by an automobile than there was for a citizen in colonial days to be scalped or shot

by an Indian. There were not more than 150,000 Indians living in what is now the United States during the early pioneering days and they probably killed less than 10,000 persons from 1607 down thru the French and Indian War. By motor vehicles alone we killed during 1939 more than three times as many as did the Indians in over one hundred and fifty years.—HENRY H. HILL, *Superintendent of Schools, Lexington, Kentucky.*

Facing the Forties

● WHAT THE SCHOOLS must seek to do is to train their pupils in a method of attack upon the solution of social issues. This means more and more emphasis upon the use of knowledge, judgment, and skill in dealing with problems concerning which the learner has an immediate moral responsibility. It means increased participation in community activities. For the education of the citizen in the democratic state is not an education of him to fit the government; it is an education to be the government. Hence, he must participate in the real decisions to be made now—in clubs, in classrooms, in all of the organizations of the community of which he is a member. In a democratic society this participation not only takes the form of discussion, the joint making up of minds, it consists as well in cooperative action, the carrying out of decisions arrived at by the democratic process. It must be a dynamic preparation for a dynamic citizenship. If well begun in the schools, the habit of civic participation will be continued in adulthood—in forum, in club, in union, grange, church, and political party.—PAUL V. McNUTT, *Administrator, Federal Security Agency.*

● THE EVIDENCE is clear that the selection of college attendance is largely dependent on family finances, although the economic status of a family is seldom in accord with the distribution of intelligence and ability. Great economic waste results from our failure to select and educate our most competent young people.—FLOYD W. REEVES, *Director, American Youth Commission.*

● BOYS AND GIRLS leaving high school in America have attained, as a group, a higher level of literacy than has ever been made the possession of any comparable group of young people, at any period in the history of the world. Critics of the secondary schools may point out that young people's present level of literacy leaves much to be desired. However just their complaint, the fact is not to be minimized that the average high-school pupil in America can read and write and use arithmetic better than could his parents when they left school; that he has learned more about history

and science and literature and art than his parents had learned by the time their own schooling was over; that his school work has, in short, given him a broader background of knowledge—and knowledge more thoroughly acquired—than any other nation has even attempted, let alone achieved, for more than a fraction of its young people.—FRANCIS T. SPAULDING, *Harvard University.*

● IF MIRACULOUSLY a baffled parent were to visit a modern elementary school he would probably be amazed at the changes in equipment, arrangements, and management since he went to school. Gone are the mathematically arranged desks and seats. Rigid and military organization has become flexible and informal. Classrooms are workrooms, living rooms, home rooms. The relationship of pupil and teacher is not that of master and man, of ironclad caste; it is normal, natural, and easy. Control is no longer impossible without reason, and blind obedience is no longer a virtue. Fear, hate, terrorism are only haunting memories of tyrannical teachers. The school masters of Charles Dickens are replaced by Mr. Chips. The days of "lickin and larnin" belong to ancient history. Management aims at self-direction; it is a means, not an end.—EDGAR G. DOUDNA, *Secretary, State Board of Regents of Normal Schools, Madison, Wis.*

● THE BEST WAY for the teacher to promote her own security is to develop a type of education that functions better in the lives of all the students.

A modern educational system will increasingly be built around the major functional areas of life, such as health, work and leisure. The school systems that are moving toward such programs do not have to bother about the support of schools. The community sees that this is the best expenditure of its money. This is the only way real security can be obtained by any teacher.—HAROLD F. CLARK, *Teachers College, Columbia University.*

● THE COMMUNITY SCHOOL need not be a monumental affair. It should be planned functionally, its units may be widely distributed, its acreage should be large, and its grounds should have the best of the natural advantages that the community offers. The community school has an advantage in being centralized, but if planned in terms of the many-fold community and individual needs, centralization of location will take care of itself because community development will eventually surround it.—N. L. ENGELHARDT, *Teachers College, Columbia University.*

The Teachers' Stake in the Census

AMERICA IS AN AGEING NATION. In 1900 a baby's average life expectancy was about 49½ years. The 1930 baby's life expectancy was over 60½ years.

The proportion of young children in the nation is decreasing drastically. In 1880 children under five years of age constituted 13.8% of the population, and in 1930 only 9.3%, according to U. S. Census Bureau figures.

Illiteracy has dropped enormously—from 20% of the population 10 years old and over in 1880 to less than 4½% in 1930.

There was an actual net decrease in the number of unskilled workers between 1910 and 1930 of nearly a quarter of a million despite an increase of 30,000,000 in the total population in these two decades; clerks, on the other hand, more than doubled in number.

Immigration into the United States has dropped from 525,000 per year during the decade ending 1890 to a little over 46,000 per year for the first four years of the 1930's. From 1930 to 1938 there was a net loss in immigration figures.

The tenth of the population receiving the highest incomes—\$2,600 and up per family or individual—spends more than 23 times as much for education as did the whole balance of nine-tenths of the nation's people: an average of \$9 for the poorer nine-tenths, in 1935-1936, against an average \$210 for the richest one-tenth.

Such are some of the confusions of plus and minus in the arithmetical picture of the United States. Often knowledge of them has been based only on expert statistical guesses; but once every ten years America actually gets to know just what its situation is. It is measured in the largest and most complicated job of statistics that exists in the world: the decennial censuses conducted by the U. S. Bureau of the Census. Beginning on April 1st, 1940, the 16th such population analysis will be made; and it will be by far the most complete and exhaustive, socially and economically speaking, of any similar canvass ever taken in this country.

The teacher's stake in this work is enormous. Every major problem that confronts

the country is immediately reflected in the state of health of the profession. The conditions of the teacher's raw material—his classes and of his own social and economic status can be studied through Census data.

What are some of the matters of greatest interest to teachers which the Census will survey and analyze? In the first place, the 1940 canvass will obtain accurate figures on the levelling-off of the rate of increase of the American population. The birth rate dropped from an estimated 23½ babies per 1000 population in 1920 to less than 20 in 1930; and slightly under 18 in 1938. A continuance of the downward trend in 1940 is expected to be shown. Should this have any effect upon the conditions of the profession? None adverse, provided the situation is understood. True, in certain areas—mostly rural—this decrease will result in some shrinkage of educational personnel and budget as families not only grow smaller in average size but also tend to move into cities away from the land that once supported them.

But no matter how the population decreases in most sections of the country, the schools should only change for the better—if, that is, the governing bodies look at the problem from a broad social point of view. As classes decrease in size, the teacher-load will also decrease. Classes of 40 and 50 pupils will no longer be the usual thing in overcrowded city areas. More opportunity will be given for personalized treatment of children, both normal and abnormal. And if plant budgets are not cut, this shrinkage also means that obsolete equipment can be done away with, new buildings can be built to replace some of the Victorian firetraps which make school attendance a hazard in so many parts of the country, and buildings which are in satisfactory basic condition can be modernized.

It is up to teachers to watch the Census reports of population trends and be vigilant to protect the budgets for education whenever attempts are made to decrease them on the grounds of a decreasing population rate.

Another question on which the Census

throws light is that of illiteracy. While in 1930 there were approximately 4,284,000 illiterate persons in the United States, 3,864,500 of them were above school age—over 21. In other words, the problem of illiteracy has gone beyond the reach of the schools. Most of those who cannot read are remnants of the great immigrant wave of the latter part of the 19th century. Their children are all being Americanized and made literate; and as the older people die, so will the whole once-vexing problem of illiteracy.

Therefore in the 1940 Census the illiteracy question is being omitted for the first time since it was first asked in 1870. In its place is a new one: "Highest grade of school completed?" Tabulations of the answers to this question will show teachers the average level of education for the American people, and will put an invaluable weapon in their hands with which they can approach legislatures with recommendations for changes in educational laws. Coordination of the results of this question with those of another query on occupation will result in much useful information with which to judge the need for increases in vocational courses and schools.

Education, however, is no longer limited to work done within the four walls of a schoolroom. The radio is a new and potent medium for training, and teachers best know the effect of radio upon the country's children. The extent of use of radio in the American home can only be guessed at today, but the new Housing Census, which will be taken coincidentally with that of Population this April, contains a question as to whether or not there is a radio in each dwelling unit of the country. With an accurate knowledge of radio coverage, educators can apply better-planned pressure for improved educational programs and better non-educational entertainment hours for children.

A question of especial interest to school executives is that which will for the first time enable them to study population migration. They know how urgently needed such information is in planning the expansion and variegation of school programs in cities and towns subject to major migration trends.

Questions on occupation and, for the first time, on income from wages and sal-

aries, will result in data of varied value for teachers. The income data will be useful in indicating extent of need for increased school-lunch programs and of other types of public assistance. Accurate information on the number of young men and women above the average school age who are still attending school, consequent upon the rise in unemployment, will assist the profession in planning for extended high school, night school and trade school classes. Trends in types of occupation will indicate where specialized types of training are needed more than at present, and where other varieties of skills are dropping off, with a consequent slack in the need for training in those fields.

The economic information on income, when classified according to occupation, will show the teacher himself where he stands in the economic rank, and the simple statistics on occupation will indicate any increase or decrease in the number of teachers professionally occupied in America. In 1910 there were 595,306 school teachers, and in 1930 there were 1,044,016; there were 15,568 additional teachers listed as college presidents and professors in 1910, and 61,905 such professionals in 1930. Has the rate of increase continued or dropped or has it turned into a decrease? The 1940 Census will tell.

It is quite true that no census can be any more accurate than is the information given by the people themselves. If the 1940 Censuses are to be worth anything, American citizens must be made aware of their value not only to government, industry, business, and private and public planning organizations, but to the individuals themselves. They must be made to realize, moreover, that though reporting is required by law, the same law also makes their reports entirely secret, guarantees that no one save sworn census employees shall see the returns, and promises that they shall never be used for purposes of taxation, regulation or investigation.

It is here that the teacher will, it is believed, play an important part. In most cities and towns of the country, 6000 of them in fact, committees on cooperation with the Census are being formed, and members of school executive groups are being put on them. At the request of Secretary of Commerce Harry L. Hopkins,

school superintendents have been included in most of the committees. The work being done by these committees is invaluable, for they are preparing the citizens of their communities for the census by proving to them the immediate personal and the broader social values of the work.

If this lesson can be taught in the school-room as well, if teachers can interest their pupils in the Census and can make them go home and talk about it to their parents, the effectiveness of the educational program for the Census will be assured. Everyone knows that what the pupil learns, the

parent almost invariably hears about. Materials and projects for use in the classroom are in the process of preparation, and should assist the teachers greatly in bringing not only the value of the Census home to the pupil, but also the whole subject of government, as well as of social responsibility for, and individual initiative in, government.

The year 1940 will be America's greatest one as far as Census activities go. With the cooperation of the nation's teachers, it will also become the most educational for the people themselves.

THE MEANING OF EDUCATION

By A. J. SNIDER

IN WRITING on a subject of such breadth as the above, one is faced with the necessity of repeating many things which have been said before. There are few fields about which more has been written than the field of education and its related branches.

The process of social evolution has brought about a progressive accumulation and refinement of learning. Education is said to be a process of transmitting these learnings to all who will and can absorb them.

Many of us think of the term "education" as referring to learning or schooling. I like to think of it in terms of GROWTH, mental growth. Some people think that education begins with the school and ends with the school. I prefer to think that it begins with the child and *never* ends. Again, education can be properly thought of as the process by which we attempt to adjust the individual to society and society to the individual. It is impossible for me to conceive of any definition of education which does not include directly or indirectly the element of learning. To go a step farther, it is widely agreed that no *learning* takes place unless there is a *change* within the individual. It is logical then to say, if education involves learning and learning involves change, it would follow that education involves changes—changes of attitudes, habits, ideals, interpretations, and adjustments.

Education has been classified as formal and informal. Neither is new. Formal edu-

cation has been in process since the earliest cave-men taught their young the arts and skills which were essential to the support of life—hunting, fishing, and fighting. The process of formal education has been carried on down through the ages by homes, apprenticeship, and schools. Today, the schools and various social agencies are the accepted institutions in which formal education is transmitted.

Informal education is the process in which those things are learned for which there is no organized attempt to teach. It is difficult to judge which is most important to the individual. This is stated because, after all, learning is an individual process. It takes place only *within* the individual. Whether this learning is due to formal or informal education is unimportant.

A very important phase of education is the matter of adjustment. Our lives may be said to be the sum-total of our experiences and the interpretations we place on these experiences. The matter of adjustment is closely related to the interpretation of experiences in many aspects of our lives. It does not follow that *all* adjustments are conscious, however.

Education must seek to develop wholesome adjustments—the proper interpretations—in the light of the needs of a democratic society.

In conclusion, education must be regarded as a process which seeks to develop wholesome wants as well as the ability to satisfy them.

The Meaning and Function of Guidance In the School

THERE HAVE BEEN MANY important contributions made to education in the attempt to solve the problems of making our schools better servants of the people. One of the better-known ways and means of making the schools better servants of the people is sponsored by those educators who contend that better teacher-training and improvement of instruction are sufficient to reduce the ills of education. Another important educational theory is one that holds the problems of curriculum construction to be uppermost; that we are teaching a large amount of *dead timber*, and that we need to re-examine our subject matter. Still others voice the cry that faulty methods of instruction are the basis of our short-comings.

Both the better and lesser informed have offered countless numbers of other panaceas. Practitioners and theorists have been equally prolific in devising new patents and *cure-alls* for our educational ills. Some of these devices are good, but many of them are of value only in so far as they are thought provocative, and not because they have any measure of applicability.

One of the more recent educational techniques which we hear a great deal about today is guidance. (It is more recent, in that we are more conscious of its presence today, and not because it is actually new. The greatest teachers have always realized its importance.) The guidance philosophy, or technique, of education, since it may be called such, has been used and abused extensively. Some extol it, others condone it, and still others condemn it. Let us see if, out of this barrage of verbal warfare, we can obtain something that has intrinsic value. Let us see if we can envisage something that has real educational significance.

Those who condemn guidance as an educational technique have not, it seems to me, ferreted out a clear meaning of the issue. The question, as they see it, is *guidance vs non-guidance*. Actually, the pitting of guidance over against non-guidance is not the issue. Guidance in the

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Columbia, Mo.

school, on the job, or any place in life, is inevitable and omnipresent. Guidance is the unequivocal outcome of human contact. Guidance is the psychological inevitable of human behavior. That is, by the very nature of human interaction—individual acting on individual, group acting on group, and group acting on individuals—there is a measure of influence of some degree, however small, in every instance. No one escapes the influence of other individuals, whether they be teachers, parents, friends or “passers-by”; or the influence of groups upon himself. Such influence gives direction to our own behavior—in short, it is guidance.

The teacher in the classroom, even when there is no intention of guidance in the *formal* sense, directs his, or her, students into various channels and patterns of behavior for one reason or another. Not only are our “*formal*” attempts at teaching examples of guidance, but every microscopic human adjustment outside of the classroom is also guidance. To demonstrate this point further, an analogy from psychology may be drawn.

Some think that the science of psychology is created only when human beings act in some very unusual manner. For example, performing an act in an athletic event at just the right time to insure a gain for the favored side, is known as doing something at the psychological moment. Much of Hitler's strategy is said to have happened at the psychological moment. This seems to imply that other moments are not psychological ones. As a matter of fact, all moments are psychological.

In the same sense guidance is present at all times. Guidance does not occur only when we give a battery of tests, conduct interviews or make case studies. Guidance may be any haphazard direction of students into courses, occupations, extra-

curricular activities, social situations, marriage, etc. The very fact that we are human beings and psychological instruments makes guidance of some sort inevitable.

Then, it is not a question of whether we shall or shall not have guidance. Rather, it is a question of the nature of the guidance to be administered.

The apparent solution of the problem of guidance vs. non-guidance raises another question, viz., how can we best guide students? This is, as yet, a moot question. Perhaps there is no single *best* way. However, enough evidence, experimental and otherwise, is available to insure intelligent action, if one is so disposed, and if a guidance program, in the "formal" sense has been decided upon.

The Function of Guidance

Guidance of some sort is inevitable. Students are "getting all dressed up"—educationally speaking—and, we know that they do have some place to go. For example, a student may rob a bank, or he may become president of the bank, but that he is going someplace, from this educational start which we are giving him, is certain. Whether this "someplace" is compatible with our democratic philosophy is our task, as good teachers and good citizens, to determine. It is our duty to see that each individual "comes into his own," i.e., develops all of his potentialities in a manner amenable to his own welfare and the welfare of the community, state and nation in which he lives. Let us see how the average Missouri school can aid in realizing, at least in part, this ideal.

Granted that the argument is correct, *How is this to be accomplished?* you may ask. First, we must *know* the individual whom we are attempting to guide. We do not attempt to teach children without first ascertaining—if only by assumption, as many do—the present status of their knowledge and their potentialities for continued growth. Likewise, it is imperative to good guidance that we determine the individual's present status in as many dimensions as possible, with the best devices possible, with the best checks, or follow-ups on the devices, that are available. We must *see* the individual from as many angles as our knowledge and appreciation will allow.

In the second place we must *use* this knowledge about the individual. Filing

away results in the principal's office, or superintendent's office, will not aid in the development of a single child. People do not buy expensive automobiles, drive them home to the garage, and then abandon them. But, all too often, tests, and other results, are abandoned. We must not only start a guidance program; we must, most assuredly, keep it going.

In order to *know* the individual we must test—give intelligence tests, reading tests, aptitude tests, personality tests, get teacher's ratings of the individual, and get concrete behavioral examples of his characteristic responses. All of these measures of the individual, if intelligently used, will give an excellent basis for interviews and case studies.

It is absolutely necessary that we have facts upon which to base interviews and case studies; the more scientific the facts, the more reliable are going to be the results of the interviews and case studies. An excellent result, from the accumulation of such measures and dimensions of the individual, is that they become more and more pertinent to the individual's welfare—scholastically, emotionally, socially and vocationally—as the years pass.

We are all aware of the many criticisms that are hurled at "tests," but, after all, the critics have not succeeded in devising a better measure, nor have they succeeded in devising a measure nearly as competent. Tests must be used with discretion, that is certain, but simply because they are not exact measures, we are hardly warranted in throwing them out altogether. Provided with reliable tests, the results will be commensurate with the care in which they are administered, interpreted and the extent to which their implications are followed through.

The *uses* then, are concerned with the interpretations of the tests and the manner in which the results of the tests are applied toward guiding the student in ways amenable to his optimal development. If the person who administers the tests does not acquaint the other teachers with results that have a bearing on their particular students, the guidance value will be almost nil.

One of the best ways to obviate this danger is to have (educational) clinical meetings of the teaching staff. A clinical meeting is essentially a gathering of all

teachers interested in a particular child and the *going-over* of all data accumulated about this child, with the end in view of trying to help him solve his difficulties or advising him about his choices in life. The child is brought before the staff *on paper*, since it would not be expedient to have him there in person.

It is at once obvious why much data is needed on the individual. It would hardly do to try to help a child solve his difficulties or advise him about choices unless we had considerable reliable information

about him. To attempt counseling under any other conditions would do the child more harm than good and would certainly brand the teacher, or teachers, as being indolent, stupid and inconsiderate. The clinic would abrogate its own purpose if it refused to acknowledge the importance of tests and other factual information.

The methods by which guidance may be carried beyond the walls of the school will be the topic of an article which will appear in the April issue of *School and Community*.

Bunt Ball

*Breathes there the one with soul so dead
Who never to himself has said
"Indoor recess is my pet dread?"
(With apologies to the poet)*

A NEVER-FAILING SOURCE OF GRIEF to me my first year of teaching was inclement weather, for it was harder to keep my pupils interested in indoor games in rainy weather than it was to make them enjoy arithmetic. I wanted a game that would give vent to all the potential energy in young bodies, and still leave a portion of my furniture intact. After many experiments I evolved the following game which may be played in a space as small as 8'x8' if necessary, and yet is faster than outdoor baseball. My pupils have played the game in the midst of all-school-year decorations for three years with just one fatality—a carved-soap turkey had his neck broken. The unlucky player was sent to the foot of the game for his error—a penalty the teacher may administer for any error such as hitting a window, picture, etc. The game is so fast that it wears out even the toughest boy, yet it is so adaptable to every physical condition that small, weak girls play it equally as well as the fittest athlete. As there are no strikes or fouls to watch, and as the rules are so simple, an older child may be umpire if the teacher is busy elsewhere.

The game, BUNT BALL, is played on a diamond ten feet square. (The size may vary to meet available space.) There are home plate, first, second, and third bases. Pitcher's box is placed behind a line drawn from first to third through a point four feet ahead of second base. This line is known as the Outline. As the ball is batted with the palms of the hands, any type of sponge, rubber, volley- or basketball may be used. Either of the last two will lend speed to the game.

By RALPH BOXELL
Elementary Principal
Deepwater

There are three batters. The batter takes his stand directly on home plate as there is no catcher. When the pitcher delivers the ball, pitched with both hands from a point directly in front of the body, the batter must hit the ball with sufficient force to knock it across the Outline and then reach first base before the fielders pass the ball to first base. If the runner reaches first base successfully, he may steal as many bases as possible. There are no foul balls.

The batter is out when:

- 1—He fails to use both hands at bat.
- 2—He knocks the ball higher than his head.
- 3—Someone catches a fly.
- 4—His ball fails to cross the Outline.

The runner is out when:

- 1—A baseman secures the ball before the runner reaches the base.
- 2—He collides with the ball.
- 3—He fails to return to base when batter's fly is caught.
- 4—Hit below the knees when attempting to reach home plate from third base.

Those not batting line up along the Outline, each in his place as in an old fashioned Spelling line. As each out is made, the players move left, step by step, from third, skipping pitcher's box, to first, second, pitcher's box, and, finally, batter's position. When a batter or runner is out, he goes to third base and starts working up to batter again.

March, 1940

The Status of the Elementary School Principalship in Missouri

IN THE EARLY FALL OF 1937 the members of the Central Missouri Elementary School Principals Association became interested in arriving at some understanding of the status of the elementary school principalship in the State. A questionnaire was prepared and approximately five hundred copies were sent to schools throughout the State. Superintendents, elementary school principals, and college teachers of courses in elementary education were the chief recipients of the questionnaire.

Two major elements were to be studied. One was the professional status of those engaged in the field of the elementary school principalship. The other was a comparison of actual practice with the opinion of superintendents, principals, and college teachers of elementary education regarding the kinds of services the elementary school principal should be expected to render.

The findings of the questionnaire were on the whole encouraging. They are summarized briefly in the following statements.

1. The elementary school principalship in Missouri is a difficult job embracing many responsibilities and involving a multitude of tasks to be performed.

2. Approximately seventy per cent of Missouri elementary schools, exclusive of St. Louis and Kansas City, have an enrollment of less than 300 pupils.

3. Forty-five per cent of the elementary school principals teach full time. Only sixteen per cent of the principals replying had full time for administrative and supervisory duties.

4. This study revealed that even though a large per cent of the principals are assuming teaching duties they have no appreciable amount of clerical help.

5. The survey indicates that the elementary school principal has in most cases reached his present position only after acquiring ten or more years of teaching experience.

6. Most of the elementary school principals are now serving under superintendents who are becoming increasingly aware of the infinite value the elementary

By WAYNE T. SNYDER
Principal, Jefferson School
Kansas City

school principal can be when he is privileged to serve in the capacity of a supervising principal.

7. The elementary school principalship is definitely attracting more men. Nearly twenty-five per cent of the school systems are at present employing only men as principals.

8. There is much evidence that the superintendents and the elementary principals are in agreement with regard to the activities that should be performed by the principals. This is indeed a bright picture and a splendid indication that the elementary school principalship is rapidly developing into an attractive and serviceable position.

9. From the standpoint of training and practice the elementary school principal as revealed in this study is a marked improvement over the elementary school principal described in the educational literature of twenty years ago. More than two-thirds of the elementary principals in Missouri who possess the Master's degree are relieved of some or all teaching duties which means that members of school boards and superintendents recognize and appreciate the value of training for better administrative and supervisory services.

10. There is no indication that the elementary school principal has or should have a degree beyond the Master's degree.

NOTE—This report in its entirety including some thirty-three pages of condensed data and summarization has been filed with the Presidents of each of our State Teachers Colleges, the Dean of the faculty of the School of Education at the University of Missouri, the State Superintendent of Schools, the Secretary of the M. S. T. A., the President of the Missouri Department of Superintendents and the President of the State Departments of Elementary School Principals.



A Recent Survey Indicates That More Than a Third of the Adult Population in the United States Use ALKA-SELTZER

WE wish to provide the public with full information concerning Alka-Seltzer—the reasons for its effectiveness and popularity—and the laboratory work upon which we base the claims made for it in our national advertising.

Alka-Seltzer is intended and recommended, for use in those simple conditions for which the public does not generally consult a physician.

Alka-Seltzer is composed of medicinal ingredients which have been used and found satisfactory over a great number of years. It is an effervescent tablet which

contains five grains of aspirin, with monocalcium phosphate, sodium bicarbonate and citric acid; these are so combined in Alka-Seltzer, that when dissolved in water, they make a bubbling, pleasant-tasting solution of sodium acetyl salicylate, calcium-sodium phosphates, sodium bicarbonate and sodium citrate. It is not a laxative.

In order to determine what statements should be made concerning Alka-Seltzer in our advertising, and thus better to inform the public concerning its use, four years have been spent in clinical experiments and study.

The research problems covered are as follows—

● The analgesic agent in Alka-Seltzer (sodium salt of aspirin) provides rapid, effective relief of pain.

a—Because it is already in solution when taken.

b—Because alkaline buffers in the solution speed and safeguard its absorption into the body.

● The buffered alkalies produced by dissolving an Alka-Seltzer tablet, give their truly remarkable relief for the distress of Acid Indigestion, Gas on Stomach, Distress after eating and Heartburn, because of their great capacity for neutralizing and absorbing excess stomach acid—usually the immediate cause of these unpleasant conditions.

● Alka-Seltzer increases the human capacity to do strenuous physical work and cuts down

the time necessary for recovery from fatigue—both by from 30% to 60%.

● Alka-Seltzer given in very heavy daily doses to animals for long periods of time, produced no stomach irritation and did no perceptible harm to any organ of the body.

● Alka-Seltzer, given to human subjects under careful clinical supervision, in much greater dosage than recommended on our labeling, produced no demonstrable effects of any kind on the heart.

★ If you have never experienced the benefits resulting from the use of Alka-Seltzer in relieving the misery and Distress in Headaches, Acid Indigestion, Colds, Muscular Aches and Pains, Muscular Fatigue and other common ailments, send for a Free Sample Package.



★ If you would like a Free Sample of Alka-Seltzer, write to The Miles Laboratories, Inc., Department STM-13, Elkhart, Ind.

Alka-Seltzer

MILES LABORATORIES INC., ELKHART, IND.



Is School Teaching a Worthwhile Profession?

By FRANK SISK
Armstrong High School

I AM A YOUNG TEACHER, who up until now has regarded teaching as something to do until a better opportunity came along. True, I was in the professional class of laborers, but I regarded it as a position which needed apologizing for to my friends, who are chemists, engineers, lawyers, doctors, and others professionally trained.

My idea has been changed, and in a rather peculiar manner. It came to me suddenly while I was teaching a citizenship class. The lesson dealt with the way people have of making a living. We defined work and decided that work was something different from the popular conception. We decided work was any activity concerned with making a living. Digging a ditch is work; so is managing the largest corporation in America.

This discussion led to the various degrees of skill required to do various jobs. We grouped workers into the following classes: Unskilled, semi-skilled, skilled, scientific, and professional. We discussed people engaged in these various classes. We placed doctors, dentists, lawyers, accountants, and teachers in the latter class, which we regarded as the aristocrats of the workers. This placing of teachers in the same class with doctors, lawyers, dentists, and accountants rather pleased my vanity. Other people regarded teaching as one of the most desirable occupations; yet I had been apologetic. This set me to thinking. The more I thought about it, the higher I evaluated my "temporary" occupation.

I have decided teaching offers as great an opportunity as any of the other professions. We are people whose judgment is respected in our community. We have a chance to influence the whole community because of our contact with its children who tomorrow will be its citizens. Because of the high standards set up for our profession, socially, we meet and associate with only the finest people in the community. True, these things can not be estimated in dollars and cents, yet they

are something which may be even more valuable.

So far the teaching profession sounded much more favorable than ever before—but how about the financial rewards? During the Christmas holidays I talked with some of my professionally envied friends. By carefully placed questions I found that, while they did present a rather imposing front, my salary was comparable with theirs, and I get Saturdays off. This brought up the question of comparing salaries ten years from now. This of course is impossible, but I do have some comparison. At the present time I know that many trained accountants are merely bookkeepers and get bookkeepers' salaries. I know that the greater per cent of average, small city lawyers are barely getting by, yet must keep up that prosperous, go-getter appearance. A short time ago I read an article by an average successful lawyer in an average American town. By working hard every day, and quite often at night, he is able to make \$40 a week. There are but few teachers with ten years experience but what are making that much and often more.

So we young teachers may as well realize that our greatest opportunities lie in this field for which we have prepared ourselves, and not some other in which we have no training. To better prepare ourselves for present efficiency and to insure future promotions we should keep abreast of modern educational ideas and also continue our professional training.

The April issue of SCHOOL AND COMMUNITY will be mailed during the week of April 8 to 13. Members and subscribers who expect to change their addresses prior to April 13 are urged to notify School and Community, Columbia, Missouri, at once, so that the April issue can be sent to the correct address. Postmasters are not allowed to forward second-class matter.

EUREKA!



AS ONE TEACHER TO ANOTHER:

"THE PUPILS READING CIRCLE LIST prepared by my Teachers Association is of the greatest help to me in ordering books. It not only helps me to decide what books my school needs; it is a real life saver in assisting me to know how to use them. I can now plan my units of work to fit the State Courses of Study with a minimum of work and a maximum of satisfaction.

"I order all my books from The Missouri State Teachers Association. It worked out this helpful plan, therefore it's entitled to the business. Besides whatever profits are made are used to help the cause of education in Missouri."

SEND ALL ORDERS TO

Missouri State Teachers Association, Columbia, Missouri

March, 1940

FUN IN SAN FRANCISCO

By FRED G. TREDWAY

WHILE THERE MAY BE NO "ROYAL ROAD TO LEARNING," it should be conceded that the process of accumulating knowledge may have varying degrees of pleasure or difficulty. Many teachers who visited our nation's expositions last year, either New York or San Francisco, found that they gained considerable store of worthwhile information, much of it valuable in their profession, and at the same time enjoyed red letter vacations, enjoying every minute of their stays at the fairs and their journeys to and from these attractions.

Since many teachers plan to repeat these exposition pilgrimages this year, and others, hearing the experiences of their fellows, decide to follow their example, let us examine what a trip to the Golden Gate International Exposition at San Francisco may offer in the way of both relaxation and education.

First of all, while the San Francisco Exposition goes into a second year, opening May 25, it will be, in many respects, a new show . . . better even than last year's according to San Francisco reports. There will be many new exhibits, old exhibits are being revised and improved, and there will be new shows and new music. It will be impossible to change the glorious setting of the Fair, in the middle of San Francisco Bay, but who wants that? It would seem difficult to improve the flowers and the planting, one of the 1939 Fairs outstanding attractions, but Mother Nature has had an additional year to work and we all know what that means to any garden. Millions of new flowers have been planted. And by the way, with reference to our idea of accumulating knowledge pleasantly, here's a fine opportunity to accumulate botanical lore and at the same time delight the senses.

The museums and private collections of the country have been combed for the new art exhibit. Industry is contributing its newest wonders. A host of new exhibitors will be represented, including many new Latin American nations, and the exhibits of last year will be enlarged and streamlined.

Foremost among the amusement features of the new Fair will be "America! Cavalcade of a Nation," a brand new spectacle employing hundreds of actors, and tracing the history of the nation from the landing of Columbus. The great San Francisco Symphony Orchestra will play, presenting guest artists of note, and complete radio programs with entire casts intact will broadcast from Treasure Island.

The Federal Exhibit plans an enlarged housing display. The Indian exhibit will include not only the culture and history of the American Indian, but that of the Mayans, Incas and Aztecs. In addition, scores of other governmental activities will be dramatized.

Perhaps much of the foregoing apparently has little reference to the gaining of worthwhile knowledge but here's some timely reminders: What better background for the study of civics than the practical presentations of varying aspects of the subject in the improved Federal exhibit, more up-to-date than most textbooks?

In teaching science, what better illustrations may be found for basic principles than examples of their latest application as demonstrated in the science exhibits or in those of transportation and communication?

And geography can be made so much more vivid after visiting the colorful foreign exhibits at the San Francisco fair, particularly those of the Orient and South America.

Yes, the knowledge to be so easily gained, will be worthwhile in the following school year, and best of all it is gained between glimpses of lovely gardens, between walks through courts that are bathed with myriad soft lights, magic lights that change from lavender to mauve and heliotrope. It is gained between periods of laughter and gaiety and sprightly music.

The exposition, while the focal point of a trip West, is but one attraction after all. The West is an exposition in itself, and due to the flexibility of railroad transportation these days, one may see a very large portion of the West in a trip to and from San Francisco, with little if any added cost.

Low fares to the exposition are available again this year, and these fares are very liberal as to routings. For example, from most eastern points a teacher can come out through El Paso and the Southwest, thence on to Los Angeles and San Francisco, and then return via the Pacific Northwest—the Evergreen Playground—without any additional railroad ticket cost. And since many teachers will want to see both expositions, the circle trip fares of last year will be repeated, making it possible to "see two fairs for one fare."

So make the most of the trip West and see as much as you can. Let's list some of the high points that might be included. There's the Old South with its glamorous past and bright future; Carlsbad Caverns, near El Paso, whose decorations and furnishing took over a million years to build; the Southwest with its Spanish-Mexican background; majestic Yosemite National Park with its granite cliffs and amazing vistas; the giant redwoods, some of which were growing when Christ was born; Great Salt Lake which you cross by rail, the mighty remnant of an ancient sea; the snow capped mountain peaks, the great forests, lakes and rivers of the Pacific Northwest . . . these sights and many more await you.

And—Oh, yes . . . you can have a lot of fun in San Francisco!

HOW TO

See Twice as Much of the West

ON YOUR TRIP TO CALIFORNIA AND THE

San Francisco World's Fair



If you plan to visit the San Francisco World's Fair this summer, why not see the rest of the West, too?

Southern Pacific offers you a simple, easy way to see twice as much of the West for not 1¢ extra rail fare.

As you can see from the map, we have *Four Scenic Routes* to California instead of one. By going to San Francisco on *one* of these routes and returning on *another* S. P. route, you actually see twice as much as you would by going and returning on the same route!

For example, go to San Francisco on Southern Pacific's famous *Sunset Limited* or *Argonaut*, tracing the romantic *Sunset Route* through New Orleans, the Old South, Texas, Southern Arizona and Southern California. Return on our historic *Overland Route* aboard the swift Streamliner *City of San Francisco*, the royal *Forty-Niner*, the *Overland Limited*, *Pacific Limited*, or the money-saving *San Francisco Challenger* (good meals for 90¢ a day). See the High Sierra and the Rockies. Cross Great Salt Lake on the spectacular *Lucin Causeway*.

That's *one* way to see twice as much. Another way is to go on Southern Pacific's great *Golden State Limited* or the friendly *Californian* (all chair car and tourist train with 90¢ a day meals and stewardess-nurse). See El Paso and the Mexican Border country, the spectacular underground fairyland of Carlsbad Caverns National Park (a \$9.75 side trip), Southern California and the San

Francisco World's Fair. Return on Southern Pacific's de luxe *Cascade* through the Pacific Northwest, with side trips (if you wish) to the Redwood Empire and Crater Lake National Park.

The bigger and better San Francisco World's Fair opens May 25 and closes September 29, 1940.

Mail this coupon today for free, illustrated booklets describing the 1940 San Francisco World's Fair and our Four Scenic Routes. Address O. P. Bartlett, Dept. ST-3, 310 So. Michigan Avenue, Chicago, Illinois.

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Southern Pacific

March, 1940

A Parent Speaks

WHEN SCHOOL OPENS THIS FALL, OUR *Young Un* will make the leap from the elementary school to the junior high school.

Up to this time his schooling has been of necessity largely in the rudiments. His supervision has been close both at home and at school. Now the last remnant of the *Apron String* which has held him will be severed; for in junior high he will be permitted greater freedom in both choice of subjects pursued and conduct.

In high school I expect him to learn some history, mathematics, and science, and possibly a foreign language; to obtain at least a speaking acquaintance with the Great in literature, music, and the other fine arts; to acquire the ability to write a legible hand; to know how to speak and write in correct English; and to develop poise when expressing his ideas to others, but what I desire most that my son should learn before he receives his high school diploma can not be learned from textbooks. I want him to Learn to Live! I want developed in him a well-defined character made dynamic by honesty, straight forwardness, dependability, and all the other worthwhile traits that are associated with that hard-to-define word, Character.

I want my son shown how to live happily with people without submerging his own personality. I desire that his qualities of leadership, if he possesses any, be developed, and if he is not of the leader type, I want him shown how to weigh all arguments and arrive at an honest decision so that he may not be swept from his feet by *glib chatter*.

I feel also that a high school education should give him a foundation for deciding the vocation he may pursue. During those years he should become sufficiently acquainted with the various professions and walks of life to arouse an interest in investigating each, that he may determine his choice.

The instinct of inquisitiveness should be stimulated for it is curiosity that will keep him learning when his schooldays are over.

I want him taught how to recognize and

By MARCELLA MYERS PARKS
Nevada, Missouri

accept defeat, and from *rising every time he falls* gain success. I want him to recognize other than material values in people, and to possess the courage to withstand the cheap and gaudy.

Many of these qualities are already budding, but the next six years should see their fruition if my son is really To Live.

In the contacts I have had with high school graduates, I have found a woeful lack of the understanding of true Americanism, and worse yet, a complete lack of interest in governmental affairs. These are the citizens who in the near future will vote our taxes and make our laws. May my child and yours never be graduated without a knowledge of and a pride for true Americanism. May my son value the importance of his inheritance and accept his share of the responsibilities incident to its preservation.

I realize that this is a big order and will require the cooperation of the home, but until our high schools teach these things and the necessary home cooperation is given, I fear for the future of democracy and for the happiness of our youth.

TERMINAL EDUCATION IMPORTANT PROBLEM OF JUNIOR COLLEGE

Terminal education, particularly of the semi-professional type, is the most important and immediate problem in the junior college field worthy of nation-wide investigation. This is the considered judgment of a special Committee on Policy, appointed by the American Association of Junior Colleges.

More than 150,000 students are now enrolled in 550 junior colleges in 44 states. It is probable that over two-thirds of these will not continue their formal education beyond the two years of the junior college. The problem of furnishing the most suitable type of education, designed to secure both economic and social competence for such students, is one of national significance. The Committee on Policy laid out plans for a four-year study in this field. Funds to support such a study will be sought from sources particularly interested in this type of investigation.

60 Years of Electric Light



THOS.
A.
EDISON
Feb. 11
1847

Edison patented the incandescent lamp in 1880. It gave us the first steady, non-flickering lighting device, a great benefit to human eyesight, which had endured candles, lamps and other types of flame lighting.



As electric lights were improved, it became necessary to shade them to prevent glare. Often much of the seeing value was destroyed by improper shades that absorbed light, instead of reflecting it.

TODAY the I. E. S. Lamp, product of research and laboratory tests, gives sight-saving light that is free of glare, shadows and other dangers found in ordinary lamps. It is a boon to the teaching profession and others who study and read more than usual.

SEE YOUR DEALER

OR

Kansas City Power & Light Company

Survey Made of North Kansas City Business Offices

A SURVEY OF NORTH KANSAS CITY Business Offices has recently been made by Annabelle Bailey, teacher of commercial subjects in the local high school. The survey was conducted in an effort to bring the office practice course offered in the high school into direct accord with business procedure in the community.

The business managers interviewed about shortcomings of students registered a common complaint regarding transcription errors. Other criticisms offered were:

1. Lack of self-confidence.
2. Students are nervous and unable to concentrate on their work.
3. Typists need to type *figures* with more speed and accuracy.
4. Students fail to spell such common words as, "thorough, through, thought, separate," etc.
5. Students need more practice taking dictation at higher rates of speed
6. Sloppy erasures.
7. Cannot follow or will not follow directions.
8. Lack of ambition—prefer to stay in the rut of one small job, rather than learn all jobs in the office.

The results of the survey also include facts pertaining to office equipment, filing procedures,

and relationship between ability in school and on the job. Some of the general suggestions made by managers relative to these are:

1. All high school students should learn bookkeeping and typing. Get an intelligent knowledge of basic principles in bookkeeping. Students need more practice along with their theory in order to develop judgment in bookkeeping.

2. Students should have a general knowledge of filing.

3. Students should have a general knowledge with a certain amount of skill in the operation of machines.

4. Stress the fundamentals of neatness, speed, and accuracy.

5. Shorthand dictation rate of 100 words per minute is recommended for stenographic work. Emphasis, also, on machine transcription.

6. Typewriting rate of 70 words per minute is recommended for quantitative output.

7. Stress the importance of Personality in the training program.

8. As a rule girls, rather than boys, are more suited for routine, detailed work.

9. High school graduates with commercial training who have had two to three months of experience make the most desirable office workers.

RUGG Citizenship and Civic Affairs

NEW

A commanding and timely book . . . with detailed information about how our government works—about how officials are elected, how laws are passed and administered, crime, taxes. With a fine stimulating study of American ways of living in community, neighborhood, and family and of how his group and other factors influence the American's thinking.

Simply written in swift-moving narrative style, with effective use of the dramatic episode and concrete illustrations. \$1.88 subject to discount.

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One of the reasons Chewing Gum is so popular with everyone is that it is healthful and can be enjoyed while you're doing so many other things.

Children like Chewing Gum so let them have it. It's good for them. 4 Aids to Good Teeth are Nutrition, Clean Teeth, the Dentist and plenty of Chewing Exercise. Chewing Gum helps clean and exercise teeth.

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 a time and place
 for Chewing Gum.*

University Research is the basis of our advertising.

The National Association of Chewing Gum Manufacturers, Staten Island, New York

Along the Fine Arts Way in Phelps County

(Continued from Page 117)

last October at the South Central District Teachers Meeting in Rolla. Following the performance, the chorus was invited to sing before the Rural Division of the National Education Association at the Hotel Jefferson in St. Louis, February 26. The invitation was accepted.

Other activities include a Tonette Band Festival to be held in March at which time the band which best measures up to the standards of excellence will be selected and given the privilege to play at the Missouri State Fair in August. An Achievement Day will be held in Rolla sometime in the month of April. At this meeting the entire rural school enrollment of the fine arts program will enjoy singing songs learned during the year. On the same day the best

work in music, art, and literature will be selected to constitute in turn a nucleus for the Phelps County School Booth at the Missouri State Fair.

You, who have read thus far, have traveled along the fine arts way in Phelps County. Through the splendid cooperation of my superiors, parents, pupils, and teachers for which I am indebted in all phases of the program—in faculty meetings, school visits, and major group activities, there seems to be a growing enthusiasm for a program in which the rural children of this county are being afforded experiences and training, the invaluable results of which will be reflected in richer, happier, and more intelligent future living.

March, 1940

Second Annual Conference Department of Elementary School Principals of M. S. T. A.

Saturday, April 6, 1940, Auditorium, Education Building
University of Missouri, Columbia

THEME: The Elementary School Principal Evaluates the Modern Practices of Instruction

Morning Session

*Presiding, FRANK H. GORMAN
President of Department*

- 10:00 Music—Pupils of University Laboratory School
- 10:10 Address of Welcome—C. A. Phillips, Professor of Education and Director of Training, University of Missouri
- 10:25 Address—Irvine A. Wilson, President, National Department of Elementary School Principals
- 11:10 Panel discussion—(subject and panel members to be selected.)
- 12:00 Luncheon—Gaebler's Black and Gold Inn

Afternoon Session

*Presiding, MISS EMMA O. MUMM,
Vice-President of Department*

- 1:30 Demonstration of procedure in an activity unit, Dorothy K. Farthing, Supervisor, and pupils of Advanced Unit of University Laboratory School.
- 2:00 Round table discussion of problems and techniques of evaluating an activity program.
Leader: Dr. C. H. Allen, Director, Greenwood Demonstration School, State Teachers College, Kirksville, Missouri.
(Other members of group to be selected.)
- 2:45 Business session.



An Experiment in the Teaching of English IV

By ROBERT F. BLANKENBAKER
Principal, Boonville Senior High School

THE QUESTION OF HOW MUCH GRAMMAR, literature, and speech should be offered to the students enrolled in English IV is a problem of concern in our school. Out of a growing vital need, a new plan of organization and presentation of this course has evolved.

English IV in the Boonville High School is an elective. In our spring enrollment, 53 students registered for this course. After their names were filed, group and individual conferences were held to, in part, determine the college-going student. Student-preference, teacher judgment, plus all the data gathered from the student permanent records were the deciding factors as to which of the two groups the student should be assigned. Twenty-five students were placed in the academic group.

Three teachers from the English department were made responsible for the new course. Each teacher was chosen to teach the phase of English in which she had previously shown special aptitude and interest.

The year's work then was divided into the three following activities: literature, grammar, and speech. The daily program was so arranged that the three teachers were free at the same hour of the day to devote 24 weeks of the school term to her phase of the work to which she had previously been assigned. Therefore, both groups were scheduled to meet at the same hour daily. Thus in this progression plan of instruction, each group will have been required to spend twelve weeks in literature, twelve weeks in grammar and twelve weeks in speech. Thereby, we feel, more nearly fulfilling the needs of both the academic and non-academic students through teacher strength, pupil interest, and appropriate shift of subject-matter emphasis to the level of the class in session.

Our contention is that when these students are graduated from our school, they will have had a more satisfactory, adequate, and purposeful grounding in English IV, a course which they have elected, than if we had pursued along traditional channels of English instruction.

1915-1940

1940 is the Twenty-Fifth Anniversary of the
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SOCIAL SCIENCE STUDENTS PICK 'EM

THE AURORA HIGH SCHOOL Social Science Classes, under the supervision of Leon Lapp, instructor, by polls have selected the most important events of the past year and its most outstanding men.

The results are listed in four groupings including International, National, State, and Local. Results of all groupings except local ones were as follows.

The most outstanding men in International News were: 1. Adolf Hitler, 2. Josef Stalin, 3. Neville Chamberlain, 4. Benito Mussolini, 5. Franklin Roosevelt, 6. Eduard Daladier, 7. King George, 8. Pope Pius, 9. Foreign Minister Molotoff, 10. Martin Dies.

In National News the following men were picked: 1. Cordell Hull, 2. John Garner and Franklin D. Roosevelt tied, 3. Dewey Short, 4. Herbert Hoover, 5. John L. Lewis, 6. William Green, 7. Joe Louis, 8. Mrs. Roosevelt, 9. Senators Clark, Wheeler, and Byrd tied.

Those distinguished in state news were: 1. Tom Pendergast, 2. Lloyd Stark, 3. Lloyd King, 4. Dewey Short, 5. "Pitchin'" Paul Christman.

The most important International news events were: 1. The declaration of war by England and France on Germany, 2. The German invasion of Poland.

In National news the listings were: 1. Congress repeals the arms embargo, 2. British Royalty visits America, 3. Roosevelt changes Thanksgiving.

In State news: 1. Pendergast's visit to prison, 2. The winning of the Big Six football crown by M. U.

The Citizenship class by a system of proportional voting made in the following order their nominations for president: 1. Dewey, 2. Garner, 3. McNutt, 4. Hull, 5. Roosevelt, 6. Short.

The American Problems class, consisting of the more sedate Seniors, made the following selections for president: 1. Dewey, 2. Garner, 3. Hull, 4. McNutt, 5. Roosevelt, 6. Taft, 7. Landon, 8. Farley.

The Speech class chose these men as the outstanding speakers: 1. Lowell Thomas, 2. F. D. Roosevelt, 3. Don Ameche, 4. Paul Sullivan, 5. Don Wilson.

The Outstanding Actors: 1. Spencer Tracy, 2. Lionel Barrymore, 3. Wallace Berry, 4. Clark Gable, 5. Paul Muni, 6. Leslie Howard.

The Outstanding Actresses: 1. Bette Davis, 2. Norma Shearer, 3. Greta Garbo, 4. Hedy Lamar, 5. Dorothy Lamour.

Two hundred and eighty pupils participated in these polls which were taken. Much interest and discussion has resulted from this activity.

March, 1940

"PINKIE"
by
Sir Thomas Lawrence



THE HISTORY OF CIVILIZATION offers no finer example of Young Womanhood than is to be found in England during the late Georgian and early Victorian ages. The brilliant portrait painters of that period—Gainsborough, Reynolds, Romney, Hoppner, Raeburn and Lawrence, record for us the grace and beauty, the style and elegance, the feminine charm of England's maids and mistresses of Society during this "Golden Age" of Britain's wealth and domestic security. No painter surpassed Sir Thomas Lawrence's grace of line, gorgeous color and dashing effects in pose or movement and his portrait called "Pinkie" is perhaps his happiest attempt at creating what today would constitute the "Glamour Girl," now so much publicized both in England and in America.

Sarah Barrett, the subject of this portrait, was born March 2nd, 1783 at her father's country estate, near London. Her brother, Edward Barrett, was the father of Elizabeth Barrett Browning. The painting was made in 1795 which would make Sarah just twelve years old when she sat for a picture which later was to become through public exhibition and frequent reproduction, one of the world's favorite portraits of childhood.

Sir Thomas Lawrence's "Pinkie" measures

57½ x 39¼ inches. It was first exhibited at the Royal Academy show of 1795, the year it was painted. It remained in possession of the Barrett family until 1926 when it was sold at auction to a London Art dealer who, the following year, sold it to Henry E. Huntington. It is now to be seen in the Huntington Collection at San Marino, California. Here it is viewed daily by the hundreds of visitors who journey to enjoy the great Huntington Library and Museum. "Pinkie" hangs next to Gainsborough's "Blue Boy," the two great examples of English portrait painting constituting in themselves a treat well worth an hour's bus ride from Los Angeles.

Orders for this material and all other supplementary materials for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Thos. J. Walker, Secretary
Columbia, Missouri

FRIENDSHIP CLUBS CONTINUE TO GROW

LIKE THE MAGIC CARPET of Bagdad, international correspondence for students all over the world can transport them to the lands of cherry blossoms or jade, to the wheat fields or the diamond mines, to the country of the Eskimo or the South Sea Islander.

Boys and girls all over the United States are constantly receiving first-hand information on world events through personal letters. This is done through the International Friendship League, Inc., 41 Mt. Vernon Street, Boston, Massachusetts. The League is working directly with teachers and schools in eighty-five different countries and territories throughout the world. It has the sanction of the Ministries of Education in all countries.

A recent letter from Mr. Studebaker, Commissioner of Education for the United States, urges the League to enlist the interest of as many schools in this country as possible in this worthwhile project. There is no better way to learn of life in other countries than through this personal contact. Although the war in Europe has slowed the mails going to a few countries considerably, the correspondence with most countries is continuing as usual. Correspondence with South America is stressed right now. In addition to exchanging letters, students are exchanging magazines, newspapers, coins, and souvenirs of all kinds.

Many Friendship Clubs have sprung up all over the country, with members exchanging and discussing their things from abroad. An inquiry to the League headquarters will bring a prompt response with all descriptive material.

NEWS ITEMS

IBERIA JUNIOR COLLEGE WILL CELEBRATE SEMI-CENTENNIAL

At a meeting of the Board of Trustees of Iberia Junior College in St. Louis recently it was voted to celebrate the Fiftieth Anniversary of the founding of the school. The celebration will be observed in connection with the annual commencement exercises in May.

PUPIL TROUBLE

Married girls, divorcees, and widows are banned as students in the Butte High School, Butte, Montana, according to recent action of the Board of Trustees of that school system.

Ten children in the Township of Pensauken, Camden County, New Jersey, were ousted from school because they were not vaccinated against small-pox. They started a private school all their own.

Agitation is current in Oklahoma over high school fraternities. Such secret societies are banned by law in that state. Enforcement has been lax. Governor Phillips intends that the law shall no longer be ignored. Boards of education are ruling that high school fraternity members cannot graduate.

MAKE FIFTEEN HOURS THIS SUMMER

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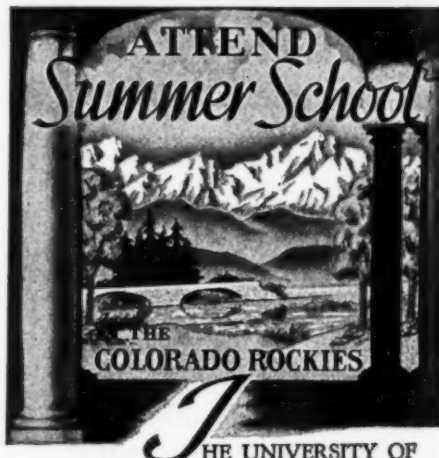
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Two Terms: June 17 to July 19
July 22 to Aug. 23

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Journalism, Art, and Music. Special Mountain Camp for Geology and Biology. Maison Française. Casa Española. Deutsches Haus. University Theater with special instruction in Dramatic Production. Complete system of Demonstration Schools—Nursery to High School. Many special courses for teachers, supervisors, and administrators. Special opportunities for graduate work. Organ recitals and public lectures. Educational Conferences.

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- ☐ Summer Quarter Catalog
(including Graduate School)
☐ Summer Recreation Bulletin
☐ Field Courses in Geology and Biology

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MINNESOTA Summer Session

The best proof of the value of Minnesota's summer sessions is their large enrollment. More than 800 courses cover all fields of interest, with especial emphasis upon those leading to Baccalaureate or Advanced Degrees in Education. • More than 500 educators, many of national and international reputation, plus advantages of the University's great Library, Laboratories, and Research facilities, create an outstanding opportunity. • Two terms—the first beginning with registration Monday and Tuesday, June 17 and 18 ...registration for second term, Monday, July 29.

Write NOW for Complete Bulletin.
DIRECTOR OF SUMMER SESSION

676 ADMINISTRATION BUILDING
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RURAL CHILDREN OF BOONE COUNTY TO GIVE DEMONSTRATION

Mr. Sam Luttrell, Music Supervisor for Boone County, and a group of his rural school children, will give a demonstration before the Rural Life and Education Conference at Northeast Missouri State Teachers College, Saturday, March 16, at 9:00 A. M. The Boone County demonstration is a part of a three-day conference on rural life and education for some 1500 representatives from the five states of Missouri, Iowa, Illinois, Kansas, and Nebraska.

FILE SUIT TO OBTAIN \$2,360,488

A suit which would add \$2,360,488 to the State School Fund has been filed in the Cole County Circuit Court by Attorney General Roy McKittrick.

The above amount is what remains of the \$13,500,000 in excess premiums collected by fire insurance companies following the ordered ten per cent rate reduction. The policy holders to whom this \$2,360,488 belongs are not known or cannot be located. The Constitution provided that such money, if escheated to the State, must go to the permanent school fund.

Linn County has eighty rural schools in operation. Forty of these eighty schools are state approved according to a report by Mrs. Florence D. Begeman of the State Department of Education.

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The growing popularity of the Summer Session of Washington University is due to the broad selection of graduate, undergraduate and professional courses, carefully selected faculty, dormitory facilities on an attractive campus, and the advantages of contact with a large city.

Classes from
June 17 to July 26, 1940

For Bulletin, Address Isidor Loeb, Director of Summer Session, Room 206, Duncker Hall

**WASHINGTON
UNIVERSITY**
ST. LOUIS
MISSOURI

SEMINARS OF THE NEA

Three seminars will be held at the 78th annual convention of the National Education Association in Milwaukee, June 30-July 4. Topics: Protection of school funds; economic effects of education; stronger professional organizations.

CLASSROOM TEACHERS OF ART WILL MEET IN COLUMBIA MARCH 16

The Missouri State Teachers Association Department of Art Education will sponsor a meeting for classroom teachers of art in elementary and secondary schools.

The theme of the program is "Art for Missouri Boys and Girls." At the morning meeting there will be a demonstration of creative art work by a class of elementary school children. In conjunction with it there will be a discussion on "The Creative Art Approach," and "The Functional Art Program." Other important presentations will be centered on "What Civic Educational Organizations Are Doing for Art Education." One of the state county art supervisors will discuss "Art in the Rural Schools of Missouri." A well known supervisor of art will speak on "The Problems of a Supervisor." The speakers selected for the program are experienced teachers of art of our own state.

We invite you to participate in the program which is planned for the purpose of discussing the needs of art education in Missouri. Morning session 10 a. m., Educational Building, University of Missouri.

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new mexico

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Room 670, State Capitol, Santa Fe, New Mexico

Please send free: () New Booklet, () Historic Trails Map, () 1940 Official Highway Map to:

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Address _____

March, 1940

HORACE MANN ON THE SCREEN

James Roosevelt is planning a film production of the life of Horace Mann. **Horace Mann, His Ideas and Ideals** by Joy Elmer Morgan is being used as an important source of material for this screen feature of the famous pioneer educator. The film will be made by Globe Productions, Hollywood, California, of which Mr. Roosevelt is head.

THE POLICY OF THE NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS

School people in all sections of the country should understand the aims and purposes of N. A. J. D., if desirable results in the field of secondary journalism are to be realized. With this in view, the Missouri director of N. A. J. D. is submitting the policy of the organization as follows:

(1) To create a better understanding among school executives of the value of publications to the school; (2) to create a better understanding among newspaper men as to the purposes of news-writing in secondary schools; (3) to clarify the aims of student publications; (4) to work in conjunction with the National Council of English Teachers for high standards in English composition; (5) to spread information concerning new ideas in the field of school publication; (6) to do away with the isolation which workers in a comparatively new field often feel.

Signed—Lucy Burns
Joplin Senior High School Instructor
English and Journalism
Mo. Director of N. A. J. D.

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14 DAYS—Lv. Saturdays—Chicago-St. Louis, Dallas, Carlsbad Caverns, El Paso, Juarez, Old Mexico; Hollywood, 3 days Los Angeles Biltmore Hotel, beautiful Yosemite, San Francisco World's Fair; Portland, Columbia River Highway, Seattle Puget Sound Cruise, Victoria; Vancouver, Lake Louise, Banff..... **\$189**

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SOUTHEAST MISSOURI SCHOOL MASTERS MEET

"The Superintendent and the Board of Education" was the subject of a panel discussion held before a group of over 250 board members, administrators and teachers at Sikeston, February 8.

Dr. Frank L. Wright, Head of the Department of Education at Washington University, and President of the Board of Education at Webster Groves, lead the discussion.

After many phases of the subject had been considered, Superintendent Harper of Sikeston introduced Mrs. H. E. Reuben, who presented a vocal solo. Following the solo, Mr. Willard E. Goslin, Superintendent of Webster Groves Schools, discussed the teachers' relation to the problems presented by the panel.

Group will be at Poplar Bluff. The date of the The next meeting of the School Masters meeting will be announced by Superintendent G. R. Loughead of Poplar Bluff.

Summer Study in a Scenic Vacation Setting

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Colorado College Summer Session
 June 17 to July 26, 1940

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Special lectures and conferences on parent education and other subjects. Concerts and recitals.

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Professor J. M. Hernandez, Director
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For Summer Session Bulletins and other information address

DIRECTOR OF SUMMER SESSION
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M. S. T. A.

Group Insurance

Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be \$4.97.
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If 19 years of age the cost will be \$5.26.
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If 23 years of age the cost will be \$5.64.
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If 40 years of age the cost will be \$7.35.
If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
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If 44 years of age the cost will be \$8.99.
If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write THOS. J. WALKER, Secretary, Columbia, Missouri, for a free application blank and full information.

UNIVERSITY OF MISSOURI

1940 SUMMER SESSION

June 10 — August 2



CALENDAR

June 10Monday, registration
June 11Tuesday, class work begins, 7 a. m.
July 4Thursday, Independence Day, holiday
July 28Sunday, Baccalaureate address, 11 a. m.
August 2Friday, summer session class work closes, 4 p. m.
August 2Friday, Commencement exercises, 8 p. m.

Courses will be offered in the following departments:

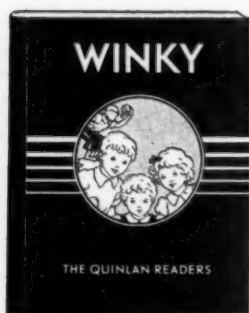
Accounting and Statistics	English	Philosophy
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Agricultural Economics	Field Crops	Physics
Agricultural Engineering	French	Physiology
Anatomy	Geography	Political Science and
Animal Husbandry	Geology	Public Law
Art, Theory and Practice, and History of Art	Germanic Languages	Poultry Husbandry
Botany	History	Psychology
Chemistry	Home Economics	Religion
Classical Languages and Archaeology	Horticulture	Rural Sociology
Dairy Husbandry	Journalism	Sociology
Economics and Finance	Mathematics	Soils
Education	Music	Spanish
Engineering	Nursing	Veterinary Science
	Pathology, Bacteriology and Preventive Medicine	Zoology

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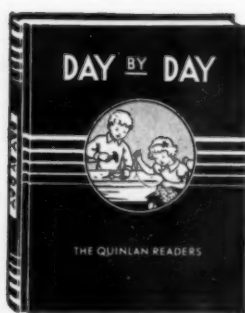


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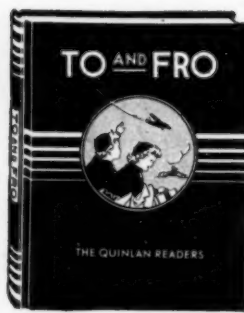
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Desk 1



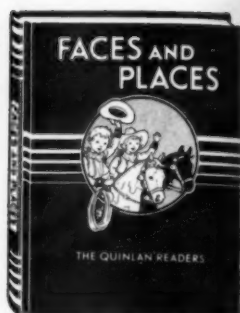
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WINKY, a new pre-primer by Myrtle Banks Quinlan, is the first of the basal series of Quinlan Readers. It combines attractiveness with the practical features required by the best teaching.

Outstanding features which distinguish **WINKY** from all other pre-primers are: highly legible streamlined print, new words listed in the color band at the foot of each page, test pages at the conclusion of the stories, two songs whose appealing melody and familiar vocabulary make them an integral part of the reader.

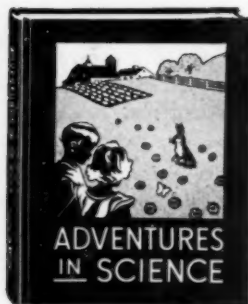
Other unique features are: the letters of the alphabet in the border of a song; the rhythmic phrasing of the reading which helps lay a foundation for phonics; the close harmony between illustrations and text.

DAY BY DAY, the primer, continues the story of **WINKY** with the same unique features. But instead of two songs there are five — instead of 48 pages there are 160.

TO AND FRO, the first reader, carries forward the story with the same characters as **WINKY** and **DAY BY DAY**. It has, however, 192 pages and five songs. A continuous story runs throughout the series of the three books. The vocabulary, carefully controlled as to quality, quantity, gradation, and repetition, is the child's own.

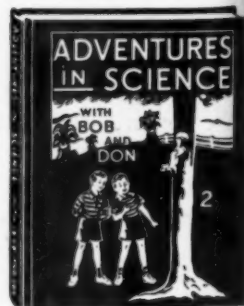
ADVENTURES IN SCIENCE with Judy and Joe, by Carpenter, Bailey and Baker, the first book of the Rainbow Series of science readers, is the simplest, most attractive and most scientific of the readers for first grade. The second book of the series, **ADVENTURES IN SCIENCE** with Bob and Don, by Carpenter, Bailey and Stroetzel, continues the series for pupils of the following year.

Primarily science texts, these two books meet every essential standard of a basal reader.



The text of the first book is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both text and subject matter are within easy reach of the intelligence of first grade pupils.

ADVENTURES IN SCIENCE with Bob and Don sets a new standard for schoolbook illustrations. Both of these Rainbow Readers have just been adopted for basal use by the state of Kentucky.



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